

# Special Educational Needs and Disability Policy

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Agreed by Staff	Autumn Term 2021
Date for Review	Autumn Term 2022



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY

### **Special Educational Needs and Disability Co-ordinator (SENDCo) – Mainstream:**

Mrs Taylor is responsible for the Mainstream SEND co-ordination. She has completed The National Award for SEND Co-ordinators.

### **MLD Unit SENDCo and Lead teacher:**

Miss Hamilton (Leadership Team) is responsible for the MLD Unit SEND co-ordination and has also completed The National Award for SEND Co-ordinators.

Both Miss Hamilton and Mrs Taylor attend termly SENCoNet meetings to keep up-to-date with national and local developments in SEND and to be aware of training available to staff. Mrs Taylor attends the TELA SENDCo meetings to liaise with SENDCos from other schools in the area. Miss Hamilton and Mrs Taylor have completed a variety of INSET to support their role. Miss Hamilton and Mrs Taylor have also led training for teachers, LSAs and Governors.

Other members of staff at Westfield Infant School to support SEND pupils are:

- Speech and Language HLTA (MLD Unit): Mrs Lunn
- MLD Unit HLTA: Mrs Dickins
- MLD Unit LSAs: LSA provision within the unit fluctuates depending on numbers and needs of the class. They work within the classroom and to facilitate inclusion within the mainstream classes.

LSA time is allocated in mainstream classes to benefit those pupils who need extra support e.g. LSAs to support English and Maths Groups, SALT/Social and Communication Groups, Motor Skills, ELSA and Precision Teaching intervention.

Westfield Infant School has a 24 place unit for pupils with Moderate Learning Difficulties (MLD) supported by a multi-disciplinary group of professionals depending on the needs of the pupils. The unit serves a catchment area wider than that of the school and the LA determines admissions.

The MLD unit is very much part of the school and offers genuine opportunities for purposeful, planned inclusion and helps to strengthen the ethos of a supportive learning environment where mutual respect and support is apparent. Westfield Infant School has the Inclusion Quality Mark and is recognised as an IQM Flagship School.

Westfield Infant School strives to be an inclusive school, fostering a sense of community and belonging through its:

- inclusive ethos
- personalised learning
- broad, balanced and creative curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all pupils
- organisation of groups/classes to best suit pupils' needs

Where pupils are identified as being below their expected levels of progress we ensure that they undertake targeted provision. Regular and rigorous monitoring takes place to ensure pupils are receiving the best possible provision to meet their needs. Parents/Carers are involved at all stages.

### **Westfield Infant School aims:**

- to support the entitlement of all pupils to a creative, broad and balanced curriculum through personalised learning in order to facilitate their development so they are able to achieve the best possible educational and wider outcomes, preparing them effectively for adulthood
- to raise the aspirations of and expectations for all pupils with SEND embedding the ethos of Route to Resilience
- to be a fully inclusive school acknowledging the range of issues to be taken into account in the process of the pupil's development
- to provide a happy, safe and purposeful learning environment which enhances pupils' educational achievement and well-being
- to understand that every teacher is a teacher of every child including those with SEND.

### **Westfield Infant School's objectives (how we will fulfil the aims) are:**

- to work within the guidance provided in the SEND Code of Practice 2014
- to identify and provide for pupils who have special educational and/or additional needs
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities
- to develop and maintain appropriate procedures for the early identification of pupils with special educational needs
- to ensure access to the curriculum for all pupils
- to provide SENDCos who will work within the SEND Policy
- to provide support and advice for all staff working with pupils who have special educational needs or disability
- to develop and maintain partnership and high levels of engagement with parents/carers involving them in decision making
- to develop and maintain appropriate records to develop and monitor the Special Educational Needs and Disability Policy and report to the Governors, all staff and parents/carers to ensure the special educational needs of all pupils at the school are met
- to follow EYFS documentation
- to take into account the Single Equality Policy and Accessibility Policy
- to work collaboratively with health and social care services and other professionals to provide support.

### **Identifying Special Educational Needs**

At Westfield Infant School special educational provision is matched to pupils identified needs which are generally in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs.

The purpose of identification is to work out what action school needs to take. However we consider the needs of the whole child, which is not just their special educational needs.

At Westfield Infant School we consider what is **not** SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current disability equality legislation, this alone does not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a looked-after child
- Being a child of a serviceman/woman

Any concerns relating to a pupil's behaviour is an underlying response to a need which we need to identify.

### **Criteria for entering a pupil on the SEND Record**

High quality teaching at Westfield Infant School that is differentiated and personalised will meet the individual needs of the majority of our pupils. However some of our pupils need special educational provision that is additional or different from this (Section 69 (2) of the Children and Families Act 2014/regulations 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014). At Westfield Infant School we ensure that such provision is made for those who need it and this special educational provision is underpinned by high quality teaching. This information is outlined in the school's SEND Information Report which can be seen on the SEND section of the website.

The EYFS profile provides a well-rounded picture of a pupil's knowledge, understanding and abilities. It is used to identify pupils with special educational needs and informs plans to make provision for pupil's future learning and identifies any additional needs for support. For most of our pupils, special educational needs are identified early however with some pupils their difficulties become evident as they develop so staff are constantly monitoring pupils ensuring that they are making expected progress. Information is shared with relevant staff particularly as pupils move year groups to ensure this monitoring continues.

### **Westfield Infant School's graduated approach to Special Educational Needs support**

*(A four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes).*

At Westfield Infant School we identify pupils with special educational needs early through

- teacher's observations
- support staff's observations
- rigorous monitoring and assessments
- Target Tracker (where appropriate)
- parent/carer's views
- pupil's views
- knowledge (CPOMS) and pre-school/previous school history.

Any concerns and a referral can be made to the SENDCo. Through discussions and observations around the graduated approach a professional decision is made regarding support. This information is recorded on an Initial Concerns Checklist Part 1 (Appendix A) which is shared and signed by parents/carers.

Further evidence is then collected and recorded on Initial Concerns part 2 (Appendix B). The graduated response is used to assess if the pupil requires continued further support that is 'additional to/different from' their peers. At an agreed date (part of the schools SEND review cycle) the ICC part 2 will be shared, at this stage parents/carers are informed about the LA's information, advice and support service. They are given a copy of the Westfield Infant School booklet for parents/carers of pupils on the SEND Record. Information on the SEND section of the website is shared including a simplified version of the school's SEND Information Report. At the next agreed review date it is decided whether the pupil can be removed from the ICC cycle or if it is appropriate from the evidence collected to place them on the SEND record.

The evidence will be in the form of relevant information listed below:

- EYFS Baseline Assessment – New government baseline deadline is November 2021. This is a computer program from which school will not receive data. School baseline using the new 'Development Matters' and 'Birth to Five' government documents and data will be inputted onto Target Tracker by October half term. End of year assessments will use the Early Years Foundation Stage Profile – Guidance from STA 2021.
- Individual pupil tracking (as part of the TELA SENDCo group a small steps tracker was developed and adapted to be used to track progress of pupils who remain 'emerging' in core subjects and the teacher assessment is showing poor progress, as well as supporting SMART target writing within a Westfield Support Plan)

- Ongoing teacher assessments, uploaded at the end of each term, and end of year pre-key stage standards used at the end of KS1 for pupils attaining lower than working towards the expected standard and engaged in subject-specific study. Where pupils are not engaged in subject-specific study, attainment will be reported using the engagement model.
- Year 1 Phonics Screening Check
- SENDCo assessments (Goodman's SDQ, BVPS, Lucid rapid SpLD screener, boxall profile) and observations
- what support/provision has already been in place and the outcomes of this
- pupil's views/work
- parent/carer's interviews
- medical notes
- information and reports from any other agencies
- pupil records (information on CPOMS, Target Tracker)
- End of Key Stage 1 teacher assessments
- ELSA social and emotional support assessments

When sufficient evidence has been collected and it is agreed by the relevant teaching staff and parents/carers that the pupil is still not making expected progress despite high level quality first teaching and support then the child will be placed on the SEND Record as having SEND support. If a pupil is not placed on the SEND Record at this point, they will continue to be monitored through the usual class monitoring systems ensuring all the correct provision is in place.

All pupils at Westfield Infant School on the SEND Record will have a Westfield Support Plan (Appendix C) so we are able to:

**Assess** by identifying a pupil's needs and monitoring their progress

Changes have been made to statutory assessment arrangements for pupils working below the standard of national curriculum assessments. The 'pupil can' statements represent the key aspects of each subject, allow for progression towards the national curriculum. These standards will be used for statutory assessment at the end of key stage 1 pupils working below the standard of national curriculum assessments engaged in subject-specific study from 2018/19 academic year onward. Outside agencies are referred to when appropriate and their findings are used to inform our Westfield Support Plans.

**Plan** by meeting with parents/carers to discuss the interventions/support that are going to be put in place and the expected impact on progress, development or behaviour with a clear date for review. These plans take into account the pupil's and parents/carers views. This will reinforce the contribution that needs to be made at home. A clear date for review is agreed.

**Do** by staff working with the pupil (with the support of the SENDCo) to oversee the implementation of the interventions or programmes agreed as part of SEND support

**Review** by monitoring the effectiveness of the support and its impact on the pupil's progress by an agreed date. The impact of the support is evaluated by all those involved and any changes are agreed in light of the pupil's progress and development. Parents/Carers have clear information about the impact of the support provided and are involved in planning the next steps. Where there is little or no improvement school will seek advice from specialists (referring to the LA's local offer) with the agreement of parents/carers. The involvement of specialists and what is discussed or agreed is always recorded by the SENDCos and shared with parent/carers and all teaching staff involved with the pupil. Relevant information will be added to CPOMs. A new Interactive SEND Record has been developed to store internal information regarding pupils on the SEND Record or with Initial Concerns.

The services/specialists that Westfield Infant School have access to are:

- Educational Psychology Service
- Child Guidance Services
- Specialist Teaching Services which has been restructured into the following teams:
  - Vision Support Team
  - Assistive Technology for Education Team
  - Autism and Learning Support Team (from 1<sup>st</sup> September 2018 Learning Support will sit within this team)
  - Hearing Support Team

- Dorothy Goodman outreach support
- Oakfield Behaviour Forum
- Advice and Inspection Unit
- Special Educational Needs Assessment Service (SENA)
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- School Nurse
- Member of local Dyspraxia Foundation
- Member National Association of Special Educational Needs (NASEN)
- Down's Syndrome Association
- Menphys
- SEND Information Advice and Support Service (SENDIASS)
- Thomas Estley Learning Alliance (TELA).

Westfield Infant School is actively involved with:

- Leicestershire SEN Co-ordinators Network
- TELA SENDCo group
- Meetings for Leicestershire Head teachers with Special Units- no longer attended due to relevance.
- Leicestershire Unit Staff Support Groups.

A number of these organisations are now traded services and the school is required to fund assessments and specialist support.

If Westfield Infant School identifies that additional support is required to meet a pupil's and family's needs referrals can be made to 'Early Help' using an online form to request services.

The form can be completed by professionals, friends or by the family themselves (<https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/early-help>).

The First Response team will help to ensure that any request for help where needs are adequately identified will be responded to appropriately. It includes universal help 'to prevent problems developing, and targeted help that is offered to particular children, young people and families with existing risk factors, vulnerabilities or acknowledged additional needs in order to protect them from developing problems or to reduce the severity of problems that have started to emerge'. This can include a support worker working with parents/carers and pupils within the home including those with SEND.

Contact is made with the Social Services Department and Education Welfare Service as appropriate.

Westfield Infant School has clear procedures for involving all local support services. Such contacts are always made through the Head teacher and discussions will involve parents/carers whenever possible.

Where, despite Westfield Infant School having taken relevant and purposeful action to identify, assess and meet the special educational needs of our pupils and they have not made expected progress, with the support of parents/carers evidence will be collected in the form of a SEND Support Plan. Then with other professionals involved it will be decided if a request for 'Top Up' Funding or a referral for statutory assessment is necessary. If a referral for statutory assessment is successful pupils will be supported through an Education, Health and Care Plan. This is reviewed each year. This review where relevant also includes planning and preparing for transition which is shared with parents/carers and pupils so they are involved in this planning process. Representatives from the school attend review and case conferences whenever possible. On the rare occasions when a representative from Westfield Infant School cannot attend such meetings a written report will be provided.

Alternatively if pupils begin to make sustained progress once this provision is in place with parents/carers agreement they will be taken off the SEND Record. However their progress will continue to be monitored.

## **Involvement of Parents/Carers**

As soon as a parent/carer or teacher becomes aware that a pupil has special educational needs of a temporary or more permanent nature the following procedures begin:

- parents/carers views will be sought and will be valued equally with those of professionals involved
- parents/carers will be involved in decision making
- parents/carers will be encouraged to recognise their responsibilities towards their child
- school will support parents/carers to help them to understand and support their child at home
- school will share information in whichever format parents/carer find the easiest to access
- parents/carers are kept fully informed at all stages through individual meetings with the class teacher or SENDCo.
- parents/carers are asked to give us any information they have about their child which may help school in meeting his/her needs
- parents/carers are regularly updated on their child's progress and new targets are set
- following assessments by outside agencies reports are shared with parent/carer to ensure they understand the findings of the report
- school can support parents/carers with any paperwork or share contact details of organisations that can help.

## **Pupils Involvement**

We believe that whenever possible pupils should be supported towards developing a balanced awareness of their needs and strengths. In order for pupils with special needs or disability at our school to be supported on their journey towards becoming effective self-advocates they:

- discuss their problems, feelings and difficulties with sensitive/sympathetic adults and other pupils
- are encouraged to recognise and celebrate their own achievements including using "I can/I know..." statements (where appropriate)
- comment on their own progress including using the 'thumbs' self-evaluation system to encourage personalised learning (where appropriate)
- are encouraged to recognise that mistakes and misconceptions are part of the normal learning process by the teacher and used constructively to facilitate corrective learning and develop resilience.
- sign their new Westfield Support Plan so they are aware of their targets and share their completed one to celebrate their successes
- participate in 'whole school life' this is sometimes funded by the Pupil Premium Grant e.g. after school clubs, school council.

## **Managing Pupils' Needs on the SEND Record**

There is now a single category of SEN Support which may lead to an SEND Support Plan being completed to apply for 'Top Up' Funding or as a referral for an Education, Health and Care Plan. Pupils' progress is reviewed three times a year when a meeting is arranged with parents/carers. This can be during Pupil Progress Evenings or during specially arranged meetings. During these meetings the class teacher/SENDCo will share the outcomes of the support in place and future action/support will be agreed. Records of these outcomes will be kept and shared with all the appropriate school staff. Parents/Carers will have a copy of the agreements. Pupils' views will be gathered as part of the preparation.

All SEND information is stored securely. This is shared and passed to the relevant member of staff at the pupil's next setting when they leave Westfield Infant School. The new General Data Protection Regulations are applied.

The school's local offer (SEND Information Report) outlining how it meets the needs of pupils with Special Education Needs and/or Disabilities can be found on the website.

## **Roles and Responsibilities**

The school's SEND Co-ordinator or MLD Unit Teacher will:

- determine the strategic development of the SEND policy
- have a day-to-day responsibility for the operation of the SEND policy
- co-ordinate and review provision for all pupils with SEND
- ensure that the approaches used/provision in place are based on the best possible evidence and are having the required impact on progress
- track pupils progress towards their targets
- lead staff in ensuring the school meets the requirement of the SEN and Disability Reform 2014
- maintain the SEND record
- ensure all relevant staff receive updated information regarding pupils on SEND Record (CPOMS)
- oversee and review the individual records and assessments of all pupils with SEND
- liaise with, advise and contribute to the in-service training of fellow teachers and other staff
- increase the confidence and knowledge of all practitioners and teachers so that they can make adjustments that will challenge the gap between pupils with different types of SEND and their peers
- support staff to use more effective strategic approaches and responses to the diverse needs of individual pupils
- advise on a graduated approach to providing SEND Support (Assess, Plan, Do, Review)
- improve outcomes for all pupils by helping school to develop a more inclusive practice
- lead or oversee the smooth running of suitable initiatives that benefit pupils with SEND or liaise with relevant staff e.g. Precision Teaching
- liaise with parents/carers and provide any support they may need to help their child reach his/her full potential
- ensure decisions are informed by the insights of parents/carers and where relevant pupils
- liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- liaise with early years providers, other schools, Educational Psychologists, Health and Social Care professionals and independent or voluntary bodies
- represent Westfield Infant School at SENDCo Network meetings and other relevant meetings to keep school informed of current changes
- contact 'Early Help' services team where relevant who will decide which services need to be contacted or refer cases to and liaise with LA support services and other external agencies
- investigate and introduce suitable new initiatives that would benefit pupils with SEND e.g. Mud Busters, ELSA sessions, Luncheon Club, Lunch time Sports Club and Behaviour Support
- liaise with the relevant designated teacher where a looked after pupil has SEND
- advise on the deployment of the school's delegated budget and other resources to meet the needs of the pupils' effectively
- work with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; widens the attainment gap.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, can assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) teachers should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.



Most gaps in progress can be addressed through high quality teaching and are not the result of special educational needs.

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The Headteacher and the nominated Governors monitor the programme, policy and provision throughout the year. All Governors are aware of their responsibilities for SEND and discuss the issues regularly as part of the Governors' Achievement of Pupils (SEND) subcommittee. The school has evidence of monitoring classroom practice and self-evaluation in the form of a Special Educational Needs and Disability portfolio which is shared with the SEND Governor during the Spring Term and through the SEND Governors Report. Priorities are identified through the Strategic School Development Plan and shared. The termly report to Governors by the Headteacher includes up-dated information on the number of pupils on the SEND record. The Headteacher and Governors ensure the quality of teaching for pupils with SEND and the progress they make is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Mr Squires, Mrs Chuter and Mrs Wood are the named Designated Safeguarding Leads (DSL) and Prevent Single Point of Contact (SPoC) for raising safeguarding concerns about a child and Samantha Robertson-Berridge is the Link Governor. Mr Squires (Headteacher) is the member of staff responsible for the Pupil Premium Grant Funding.

### **Storing and Managing Information**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in adhering to the General Data Protection Regulations.

If a member of staff answers the telephone and is asked for confidential details concerning a child they will note the name and contact details of the person asking the questions and check with the Headteacher or Deputy Headteacher before returning the call with the information. This ensures that only authorised persons receive such information.

When transferring/sharing details and information by email only initials should be used. If further identification of the child is required information can be sent by the office through Secure File Transfer which is an encrypted secure way of sending information to County Hall, other schools, SENA or the Educational Psychology Service. If information is sent to other settings via email Egress is used which encrypts messages/attachments.

Please refer to the Confidentiality Policy and Links and Liaison with Westfield Junior School Policy.

### **Training and Resources**

Westfield Infant School has a delegated budget. The total devolved budget for 2021/22 is £1,380,747 including MLD Unit funding of £247,909

Funding from the Pupil Premium Grant allocation has allowed for the re-organisation of staff and groups of pupils for Year 1 and Year 2 Maths and English lessons to meet the needs of the current cohort. Funding provided by the Pupil Premium Grant will also continue to support English and Maths interventions and sessions to increase parent/carer knowledge and support.

Ms Knight has received training for ELSA, Route to Resilience, Fun and Families and she is a Relax Kids coach. She is the lead (Emotional Learning Support Assistant) ELSA. Miss Burrows, Mrs Toms, Mrs Wilson and Mrs Dickins are also ELSA trained. All information that needs to be shared with relevant staff concerning the pupils who attend ELSA is done so through CPOMs. Support is also provided as

required to include the opportunity to attend Luncheon Club and activities at play time/ lunch time with a higher ratio of adult supervision. Interventions give the pupils an opportunity to further develop social skills and improve self-esteem.

The school has allocated £6,000 for training costs. The Governors of Westfield Infant School support and invest in the professional development of all staff. Funding is allocated to training every year according to the needs of individuals and of the school as set out in the Strategic School Development Plan.

Most members of staff at Westfield Infant School have had the opportunity to attend 'Making sense of autism' Autism Tier 1 training. Mrs Taylor (Assistant SENCo) has completed 'Leading good autism practice' the Autism Tier 3 training. Staff have also had the opportunity to attend training on other areas of need such as Dyspraxia, Makaton, Attachment, specific physical needs, Drawing and Talking, Talk for Writing, colourful semantics, dyslexia, precision teaching and Talk Boost. Two of the Learning Support Assistants in the MLD Unit have completed the Autism Outreach Service CDP. Higher Level Teaching Assistant Alison Lunn runs Speech and Language intervention programmes within the MLD unit which are run in close collaboration with SALT therapists. In these intervention programmes pupils work on individual targets including social communication targets. In the MLD Unit the support team comprises of 2 HLTAs and several experienced LSAs. The support staff have a vast experience of pupils with special educational needs or disabilities. They have received the appropriate training from outside agencies to ensure high quality provision.

### **Supporting Pupils at school with Medical Conditions**

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements are in place to support pupils at school with medical conditions, details can be found within the school's policy for Supporting Pupils with Medical Conditions.

### **Bullying/Friendship Issues**

Westfield Infant School is an inclusive school and staff work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences are valued and celebrated.

At Westfield Infant School bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within PSHE lessons, to promote a greater understanding of issues related to special educational needs and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself. Please refer to the Anti-Bullying Policy.

As part of planning the support and provision for pupils' SEND, we will always look to promote pupils' independence and resilience and closely monitor pupils' well-being outside as well as within the classroom (Route to Resilience).

### **Dealing with complaints**

Westfield Infant School is committed to working in close partnership with all members of the school community. The school places great value on the role which parents/carers can play in supporting their child's learning. Staff and Governors actively encourage a positive relationship between the school and families.

It is recognised that parents/carers of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. School acknowledges the difference between a concern and a complaint however; the requirement to have a complaints policy does not undermine

efforts to resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible.

The school's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

### **Reviewing the SEND Policy**

The SEND Policy is reviewed annually. The policy is reviewed by members of the teaching staff and shared with Governors. The policy is available on the school website.

We are committed to the development of close working relationships with parents/carers, and recognise the crucial nature of such relationships when supporting pupils with special needs. The school encourages parents/carers to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision, which is being made for them. They will be continually involved in the planning and implementation of their child's educational provision. An Inclusion team includes representatives from strategic stakeholders such as Governors and parent/carers. We also have Parent/Carer Ambassadors who support other parent/carers who have children with special educational needs. Parental support has been used to develop the school's SEND Information Report (Local Offer) with the aim of making it a more accessible document to parent/carers.

Adopted by the Governing Board and Signed by .....

Chair of Governors

Date



## Westfield Infant School Initial Concerns Checklist (Part 1)

Initial Meeting to share concerns    Date:

<b>Pupil Information</b>		<b>Name-</b>	
DoB			
Year Group		Class teacher	
Attendance %		'Groups'	
Pre-school/Previous schools			
Medical information			
Services/Professionals involved			
<b>Views of those involved with Pupil</b>			
Teaching and support staff views			
Parent/Carer concerns			
Pupils views			
Pupils Strengths			
Provision so far			
<p><u>Signed</u> (Parent/Carer) _____</p> <p><u>Signed</u> (Teacher/SENCo) _____</p>			
Review meeting agreed-Date:		Outcome:	



Westfield Infant School Initial Concerns Checklist (Part

2)

Name		DoB							
Year Group		Class teacher							
'Groups'		Attendance %							
Progress	Autumn Term			Spring Term			Summer Term		
	R	W	M	R	W	M	R	W	M
Previous Year									
Current Year									
Progress rag rate									
Outside Agencies									
Further information/assessments									
Update views of those involved with Pupil									
Additional teaching staff views									
Support staff views									
Parent/Carer views									
Pupils views									

Area of need

Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical Needs

Provision (Additional to/Different from)

Impact


Initial meeting with parents/carers Completed by:	Date:
Review meeting with parents/carers Completed by:	Date:
<u>Agreed Action for</u>	
Signed	
SENCo/Teacher _____	
Parent/Carer _____	
Share- Information collected/to be collected <input type="checkbox"/>	
School booklet for parent/carers with pupils on the SEN Record <input type="checkbox"/>	
SEN section on School Website/SEN Information Report/LA Local Offer <b><i>(To find the SEN Section on the website go to the About Us section then click on Key Information and scroll down to the Special Educational Needs (SEND) section)</i></b> <input type="checkbox"/>	




## Westfield Support Plan For

**Start Date:** \_\_\_\_\_ **Review Date:** \_\_\_\_\_

**Area of Need:** Communication and interaction/cognition and learning/social, emotional and mental health/sensory and/or physical needs

<u>Assess</u>	
<u>Plan and Do</u>	
<u>Targets/Success Criteria</u>	<u>Provision/Monitoring</u>
<u>Target 1</u> <b>I can</b>  When ...can..	<u>Target 1</u> •
<u>Target 2</u> <b>I can</b>  When ...can..	<u>Target 2</u> •
<u>Target 3</u> <b>I can</b>  When ...can..	<u>Target 3</u> •

<u>Target 4</u> <b>I can</b>  When ...can..	<u>Target 4</u> •
<u>Parent/Carer view</u>	
<u>Pupil view</u>	
Signed Parents/Carers _____  Signed Teacher/SENCo _____  Pupil _____	
Copies to be given to Home, Class teacher, English/Maths teacher (to be share with relevant LSAs), Assistant SENCos	

	<u>Westfield Support Plan Review For</u> <u>Date</u>
<u>Target 1</u>	
<u>Target 2</u>	



Target 3

Target 4

Parent/Carer view

Pupil View

Signed Parents/Carers \_\_\_\_\_

Signed Teacher/SENDCo \_\_\_\_\_

Pupil \_\_\_\_\_



**WaSP Target Tracking**

Name:

Class:

WASP TARGET	Date & Outcome related to success	Date & Outcome related to success	Date & Outcome related to success	Date & Outcome related to success	Target achieved	New Target