



SEN Policy and Information Report

Approved by: Steve Scrimshaw		Date: November 2024	
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Westglade Primary school children are treated as unique, talented individuals who deserve the absolutely best education that can be provided. Children are encouraged to believe in their potential to be their best selves. In order to achieve this we ensure that every child is provided with a stimulating, challenging and creative curriculum and environment. We aim to ensure that children leave their Primary school showing courage, kindness, friendship and character. Children are at the heart of all we do. We discover, grow and blossom together.

Our aims are to:

- create a happy school environment in which courtesy, good manners and consideration for others are to be of prime importance.
- provide a lively, stimulating and well organised learning environment in which staff work co-operatively towards achieving the schools aims.
- raise standards particularly in numeracy and literacy.
- create a happy, relaxed and stimulating atmosphere in which each child can develop positive and co-operative relationships, tolerance, understanding and respect for all people.
- involve parents in school life to ensure that all aspects of pupils' progress are fully shared and supported.
- promote the school at the center of the community.
- promote self-esteem where everyone is equally involved.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Jess Foster

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Pupils can be identified in a number of ways including concerns of parents, teachers, assessment or the pupils themselves. Concerns from parents should initially be raised with the class teacher and strategies put in to place to support the child. If the concern remains then the issue should be discussed with SENCO. A plan of action will be developed and a R2i assessment carried out. This might include a 6 week intervention or involving other agencies.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. R2i questionnaires will be completed as appropriate and form part of the early discussions.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents (using R2i)
- The pupil's own views (including use of R2i)
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Successful transition is important for all children but is particularly significant for those children with SEND. Transition can be a particularly challenging time for children and so the smooth transition between year groups, phases and schools is imperative.

All information about the child will be transferred to the new class, phase or school. Where the child is transferring to a new class within the same school class teachers will meet to ensure any relevant information and support strategies are explained.

The SENCO will ensure that SEND support continues within the same school, or provides details of SEND support to new schools including background information, assessment details, and progress data. Normal transition arrangements which are in place may not be sufficient for a child with SEND and therefore additional transition activities will be planned for when required. These might include transition booklets, photographs of new class or school, extra transition visits etc.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will include resources differentiated for individual pupils where appropriate.

We will also provide interventions to meet the needs of pupils including:

- Switch-On reading support
- Shine reading comprehension groups
- Math skills and fluency
- Intensive Interaction
- Social Groups
- Talk Boost
- Therapeutic Support
- ELSA (Emotional Literacy Support Assistant)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Ensure our curriculum is accessible for all pupils, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver specific interventions such as Switch On and Talk Boost.

Teaching assistants will support pupils on a 1:1 basis when a need has been identified that requires this level of support.

Teaching assistants will support pupils in small groups during lessons and as part of targeted interventions.

We work with the following agencies to provide support for pupils with SEN:

- Autism Support Team
- Behavioral Support Team
- Child and Adolescent Mental Health Services
- Educational Psychologists
- Health Services (including Pediatrician's, Occupational Therapists, School Nursing Team and Speech and Language Therapists)
- Learning Support Team
- Sensory and Physical Team (including Visual Impairment Teachers and Teachers of the Deaf)

5.9 Expertise and training of staff

Our SENCO started in the role in September 2024. In addition the Headteacher was previously the SENCO in the school and has more than 7 years' experience in this role and undertaken the National Award for Special Educational Needs Coordination at Nottingham Trent University. The Deputy Head was also Inclusion Lead and SENCO in their previous settings in London and has the National Award for Special Educational Needs and also a Masters in Special Needs.

The SNECO is allocated half a day week to manage SEN provision.

We have a team of 15 teaching assistants that have been trained to deliver a range of SEN provision. Our teaching assistants have many years' experience supporting pupils with various different needs.

In the last academic year, staff training has included Trauma and Attachment, Communication Skills, Proprioception and Autism.

We use specialist staff from other agencies to provide support and guidance on best how to meet the needs of our pupils.

5.10 Securing equipment and facilities

We work closely with outside agencies to ensure that pupils have access to equipment and facilities that they require. We do this through observations, pupil reviews and Team Around the School meetings. Where necessary, we will use HLN funding to ensure any resourcing needs are met.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding regular reviews for key pupils including those with HLN funding and EHCP's

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip(s) which have previously included Kingswood, White Post Farm and Conkers.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We will provide the necessary support to ensure that this is successful and liaise with parents when appropriate.

Please see Accessibility Plan 2022-2025 for further information.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- ELSA supporting 1:1 or in groups
- Therapeutic Support through The Reach
- Play Therapy
- Music Interaction

Our RSHE (Relationship, Sex and Health Education) curriculum aims to teach and support the development of emotional and social skills.

We provided identified pupils with specific targeted support through social circle groups, therapeutic support and 1:1 interventions.

All staff develop positive relationships with pupils and pupils know that there are adults at school that will listen to them. In addition, teaching assistants are available to provide daily contact with vulnerable pupils who might need a little bit more support.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We endeavour to be a welcoming school and aim to develop positive relationships with all agencies involved in the school. We value the support and guidance provided by other agencies that we work with.

Termly Team Around the School meetings are held with key agencies to review provision for pupils identified on the SEN register. These can involve representatives from Behaviour Support, Autism, Learning Support CAMHS, Therapists, Educational Psychologists, Head teacher and SENCO.

We have developed strong working partnerships other agencies including Speech and Language Team, Sensory Team, Learning Support Team and the Autism Team.

Other agencies involved in supporting pupils include the Volunteer Reading Service and sports coaches.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the issue is not resolved then please contact the SENCO and then the head teacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Details of the services available to parents of children with SEND in our area can be found on the Nottingham City website in the Local Offer area. This can be accessed using the following link:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Alternatively parents can visit Southglade Access Children's Centre to find out more about support that is available. Details:

Southglade Access Children's Centre

Southglade Road

Nottingham

NG5 5GU

Telephone: 0115 8761890

Email: southgladeac@nottinghamcity.gov.uk

5.17 Contact details for raising concerns

For Initial contact, please see the class teacher.

SENCo

Miss. Jess Foster

Telephone: 0115 9157515

Email: senco@westglade.nottingham.sch.uk

Head teacher

Mrs. Kim Wenyon

Telephone: 0115 9157515

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.asklion.co.uk/kb5/nottingham/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Jess Foster (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- First Aid
- Safeguarding
- Administering Medicine