



North Westminster Federation

Working Together to Grow Our Future

Special Education Needs and Disabilities (SEND) Policy

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Introduction

The following definition is taken from the [SEND Code of Practice](#):

Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children are under compulsory school age and fall within either definition above or would do so if special educational provision was not made for them.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. Children may be said to have SEND if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

The aims of our SEND Policy are to ensure that:

- all children are given equal access to the curriculum and that our high expectations of each child are realised;
- children with SEND are identified and assessed as early as possible in order that they are able to make good progress at school.

Roles and responsibilities

The Special needs coordinator (SENCo) is responsible for:

- liaising with and advising all staff members, ie Teachers, Support staff including Teaching Assistants (TAs) and Learning Support Assistants (LSAs), Site and Admin staff;
- Regularly maintaining the Special Needs Register;
- leading and managing the provision for children with SEND;
- leading and managing the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs;
- leading the professional development for all staff in relation to SEND;
- liaising with outside support services, agencies and voluntary bodies, including the Medical Services, the Educational Psychology Service, Speech and Language Therapy Services, Education Welfare Service, Social Services, Children's Services, Child and Family Mental Health Teams;
- where necessary, creating Individual Targets in consultation with staff members, Educational Psychologists, Occupational Therapists, Outreach Support Services, Speech and Language Therapists and parents;
- maintaining close links with all parents of children with SEND;
- leading Annual Reviews for children with Education Health and Care (EHC) plans.

Teaching staff must:

- be fully aware of the schools' procedures for identifying, assessing and making provision for pupils with SEND;

- show differentiation in their planning and take note of SEND targets written for those children with an EHC plan;
- liaise with the SENCo, Leader of Learning and LSA to discuss progress made regarding children's Individual Targets;
- implement evidenced-based interventions aimed to support SEND children;
- have an ongoing, daily dialogue with Support Staff so progress for SEND children is closely monitored.
- refer to children's Individual Targets in planning where appropriate;
- meet the SENCo on a termly basis to discuss the pupils in their class and assess progress;
- take part in CPD which will develop skills and knowledge;
- meet regularly with the SENCo as an opportunity to discuss children and possible concerns.

Record Keeping:

- formal records are kept in individual, electronic files by the SENCo;
- confidential records are accessible, at request and with parental consent, to all teachers, professionals and parents in consultation with the SENCo;
- current EHC plans are kept by both the SENCo and the relevant sections (B-F) are given to the Class Teacher and Support Staff;
- records are reviewed and updated on SIMS.

The allocation of resources to and amongst pupils with SEND

Teachers and Support Staff work with all children on the SEND register either individually or in groups as specified by the activity and child's need.

Identification, assessment and review arrangements

The North Westminster Federation (NWF) uses the SEND Code of Practice (2015) and the Westminster SEND identification system to record the identification and assessment of children with SEND. Children with SEND are identified as early as possible in their school career. To this end, the SENCo meets each class teacher at least once a term to discuss any problems that might have arisen and any change in the needs of the class.

Once a teacher has expressed concern about a child, the SENCo and teacher monitor the child's progress for a specified timespan.

If concerns continue, there will be informal consultation with the parent/carers. If the class teacher is still concerned after a period of monitoring a decision may be reached to begin additional support.

Use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist (EP) visits the school, upon request, to make individual assessments, meet with parents, meet with class teachers, meet the SENCo and discuss individual children.

- Speech Therapists and the Speech Outreach teacher offer the school support and advice. If appropriate they may assess and implement an individual programme as well as suggesting provision to support the child's needs.
- If a child has a diagnosis of Austistic Spectrum Condition, the school may refer to the Westminster Autism Support Teacher who will offer individualised support to the child, Teachers, Support Staff and parents.
- Attendance and punctuality is monitored by the school in conjunction with the LA's Early Help team, in consultation with the Headteacher and the Home School Liaison Officers.
- The School Nurse regularly monitors children who are on the 'At Risk Register' and those who are on a Child Protection Plan and those children requiring additional support for medical conditions.
- There is regular communication between the school and Children's Services, the Child Protection Team, Children's Health Service and the Westminster SEND team.

Arrangements for partnership with parents

- Parents are partners in their child's learning and are welcomed to class assemblies and to accompany their children on visits, thus supporting co-operative and collaborative learning. Parents are asked into school three times each year for a teacher/parent conference.
- Parents are involved at every stage of SEND profiling system. As a school, we see it as essential to have a good dialogue with parents of children with SEND.
- We report the interventions that children on the SEND register are taking part in to the parents, either in the termly evaluation of the child's Individual Targets or during parents consultation meetings.
- Where necessary we arrange for translators to attend meetings or to have written notices translated into home languages.
- We write to parents twice an academic year so they can let the school be aware of any medical condition which might affect their child's education and to plan with us to meet any such needs.
- A twice termly coffee morning for parents of children with SEN is held. During the coffee morning, parents have a chance to meet a professional such as the SENCo or an educational psychologist. A supportive discussion is held about everyday issues which affect their families.

Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools

Transition

When children on the SEND Register transfer to another school, the SENCo would contact the school that the child was transferring to, to arrange an appropriate transition programme. This might include arranging visits for the child and/or meetings between SENCos and other school staff to ensure relevant information is passed on.

Essendine and Hallfield Primary Schools have established links with a number of secondary schools, both in the Education Authority of Westminster and out of the Local Authority.

If a child with an EHC plan is going to a special school we make arrangements for the child to visit the school beforehand – if possible with the Learning Support Assistant or the SENCo, along with their parent. Similarly, if we were to receive a child with an EHCP from a special school we would visit and receive at least one visit from the pupil and their parent before the child starts at any of the federation schools.

Referrals to outside agencies

If a child is newly referred to outside agencies or has had a request for an assessment for an EHC plan sent to SEND Panel, the SENCo will complete the appropriate referral form with the parent/carer. This is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. Practitioners are then better placed to agree, with the child and family, about what support is appropriate. upon request.

Complaints about SEND provision within the school

We aim for a close working partnership with parents. If parents are concerned about any aspect of their child's SEND provision, they can approach the school.

- Informal concerns can be discussed with the class teacher.
- Formal concerns can be discussed with the SENCo and /or Leader of Inclusion in the hope that a satisfactory resolution can be found.
- The Governor with responsibility for SEND may be consulted.
- A committee of the Governing Body may be convened if the concern has not been resolved.

Criteria for evaluating the success of our schools' SEND policy

The policy is reviewed where there are changing circumstances and or will be reviewed annually. The next planned review will be March 2025.

The SEND Governor visits the school to monitor the progress and provides feedback to the Governing Body.

Links to relevant policies

SEND Code of Practice 2015: www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND Information Report: <http://www.hallfieldschool.org.uk/send/> and [SEND | Essendine Primary School](#) Admissions: <http://www.hallfieldschool.org.uk/admissions/> and [Admissions | Essendine Primary School](#)

Federation Policies (<https://www.nwfed.org/topic/policies>):

- Child Protection and Safeguarding Policy
- Attendance Policy
- Parental Complaints Procedure