

Westwoodside Church of England Academy



SEND policy



Special Educational Needs and Disability Policy

This policy should be read in conjunction with the following policies: Inclusion, Medical Needs, Child Protection and safeguarding, Looked-after Children, Equality policy, Teaching and Learning policy, Admissions, Assessment, Behaviour and Anti-Bullying policies.

SECTION 1. Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the SENCO in liaison with the SEN governors, SLT, staff, parents and pupils with SEND.

The school SENCO (Special Educational Needs Coordinator) is: Mrs. L Woodgate National Association of Special Needs Coordinators qualification(Ref: Clause 64, C & F Bill, 2014).

Information about our SEN provision can be found in our SEN information report which is published on our website and updated annually or when changes occur. (Ref: Code of Practice 2014, 6.79)

This policy was first written by the school SENCO in summer 2014 in light of changes to the Code of Practice 2014. In the spirit of these reforms it was put out to full consultation with parents, staff and governors in Sept 2014 and was finalised in Oct 2014. Review has taken place annually since then.

SECTION 2. PRINCIPLES AND AIMS

- At Westwoodside Church of England Academy every teacher is a teacher of special educational needs.
- The purpose of our SEND policy and provision is to raise the aspirations of and expectations for all pupils with SEND focusing on outcomes for children not just the type of support or provision made.

SECTION 3. OBJECTIVES OF THIS POLICY

1. To identify and provide for pupils who have special educational needs and additional needs enabling them to reach their full potential.
2. To work within the guidance provided in the SEND Code of Practice, 2014

3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils
5. To support effective partnership working with parents and carers.
6. To encourage and support children to participate in decision making processes and ensure their views are sought and taken into account.
7. To ensure early identification, assessment and provision for children with SEND

SECTION 5: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“A child 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 has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age or 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. For children aged two or more special educational provision is education or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or relevant early years providers.”

Paraphrased from p.4 SEND Code of Practice 2014.

At Westwoodside, in line with National Guidance (Code of Practice 2014), we identify 4 broad areas of SEN.

1. Communication and interaction: this may include speech, language and communication needs (SLCN). Children may have difficulty saying what they want to say or in understanding what is being said to them. They may also experience difficulty with the social rules of communication. Children with Asperger’s Syndrome and Autism are likely to have difficulties with social interaction and may have difficulty with language, communication and imagination which impacts on how they relate to others.
2. Cognition and Learning: this includes moderate learning difficulties (MLD) Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD) Some children may have specific learning difficulties (SpLD) affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia, dyspraxia
3. Social and emotional and mental health difficulties: This may include children who are withdrawn or isolated or those who display challenging or disruptive behaviours. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harming, substance use/ misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder or attachment disorders.
4. Sensory and or physical needs: Some children may have a disability which prevents or hinders them from using educational provision that is generally provided. These may include vision impairment, hearing impairment or a multi-sensory impairment. They may require access to specialist support or equipment to access learning. Some children require ongoing additional support to meet their needs.

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Some children may have needs that cut across more than one area of SEND.

There may also be other factors that impact on progress and achievement but which are not Special Educational Need. These may include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behavioural needs are not an acceptable way of describing SEN. Any concerns relating to child or young person’s behaviour are described as an underlying response to a need which is clearly identified and which may or may not relate to one of the 4 areas of SEN listed above. (*Code of Practice 2014 6.21 p. 85*)

SECTION 6: A GRADUATED APPROACH TO MANAGEMENT OF SEND

- i) Teachers are responsible and accountable for the progress and development of pupils in their class including where pupils have support from teaching assistants.
- ii) High quality teaching differentiated for individual pupils is the first step in responding to children who have or may have SEN. Additional intervention and support does not compensate for high quality teaching. Teachers are supported through CPD to develop and improve their understanding of strategies to identify and support vulnerable children and to enhance their knowledge of frequently encountered SEN. Children should only be identified as having SEN when they have had quality first teaching and the following process has been completed. Monitoring of teaching takes place regularly via the Senior Leadership team and we are increasingly moving towards a school system in which peer to peer coaching takes place to improve practice across the school. The school SENCO offers advice and support to teachers to tailor practice and outside agencies share information and provide training as required.
- iii) Where a parent, pupil or teacher has concerns about a child’s progress the class teacher should be engaged with parents and the child at the earliest opportunity to discuss the child’s strengths and difficulties. Parental concerns and those of the teacher should be noted and explored. Sometimes identification of need may arise from assessment data as discussed in termly pupil progress meetings

- iv) Assessment information will be taken from class teachers tracking against end of year expectation in Year 1-6 and the Early Years Outcomes for Foundation Stage children.
- v) An initial meeting to discuss concerns should be held with the teacher, child and parent and outcomes for learning should be agreed and may lead to further observations and assessments being made along with notes of any adjustments or provision that the teacher or parents are making. A note of these early discussions will be added to the child's file and a copy given to the parents and school SENCO (Appendix 2 Prompt sheet to support initial discussions) Parents should also be told about the local authority's information, advice and support service. <https://www.nlsendiass.org.uk/>
- vi) If it is felt that other circumstances may be impacting on a child's development or behaviour then an Early Help Assessment may be considered and adopted.
- vii) Once desired outcomes have been agreed, consideration is given to whether additional support is needed. The class teacher should make adjustments and gather further observations and evidence of progress and attainment. The class teacher should consult with subject leaders to ensure that provision and teaching are of the highest quality. The wishes of the child and parent should also be collected. This will help determine whether supported is needed and whether it is something that is 'different or additional to' what is already part of the school's core offer. The SENCO can also be approached for support.
- viii) Consideration of whether SEN provision is required takes place following initial monitoring. A review should be held within a maximum of 6 weeks to ascertain whether adjustments to quality first teaching have allowed the child to make progress. If progress is less than expected then the Class teacher should approach the school SENCO.
- ix) The SENCO will observe the child in class and carry out analysis of progress and attainment data in core subjects. The SENCO will also elicit the child's views. Parents will be invited to a meeting where support to date will be discussed. Clear outcomes will be agreed by the child, parent and teacher to ensure that barriers to learning are removed. An SEN record will be started for the child.
- x) SEN support will be accessed and provision that is different or additional to that which is usually provided will be put in place. (Ref Section : provision in school) A letter informing parents that their child is receiving SEN support will be written; an Individual Education Plan (ISP) will be formulated and implemented following the Assess, Plan, Do, Review cycle. The child's name will also be added to the school information management system as receiving Special Educational Needs support.
- xi) Assess: Assessments must be reviewed regularly to ensure that barriers to learning are quickly identified and removed. Assessment also provides a reliable method of developing a more accurate picture of a child's needs
- xii) Plan: SEN support: Pupil, parent, teacher and SENCO should all be involved in clarifying the desired outcomes of support, any specific teaching strategies or approaches needed. Plans

should seek parental support and contributions at home. These are recorded on the class provision map and ISP's where needed.

- xiii) Do: the class teacher is responsible for working with the child on a daily basis. They retain responsibility for the child even when they are working with another adult in a small group or 1-1 situation. Teachers must work closely with specialist staff and teaching assistants and involve them in planning and assessing the support and intervention and how these link to classroom teaching. The SENCO will support class teachers to further assess and identify a child's strengths and areas for development and support problem solving to implement support.
- xiv) Review: Support and intervention and impact on pupil progress must be reviewed in line with the agreed date. Information fed back from intervention support, and the child and parent should inform an analysis of the child's needs. Support should be reviewed in light of progress and development and consultation about any changes to support should be made. If a child has an Education Health Care Plan the local authority must review the plan every 12 months. The school will, when requested by the Local Authority, convene an annual review meeting for this purpose.
- xv) The class teacher is responsible for ensuring that the ISP is delivered and that annotations showing progress towards targets are kept. A target book may also be used to record work that the child has done towards their targets and provides essential information for the review process. Should the parents or school decide to request an assessment for an Education Health Care Plan (EHCP) the evidence from previous intervention and support will be crucial. Target books should be made available to parents.
- xvi) Where a child receives SEN support their ISP will be reviewed regularly at parent – teacher consultations. Meetings with parents must take place at least 3 times a year (ideally termly). (Ref Code of Practice 2014 6.65) Extra time must be planned for these meetings and where there are concerns about progress the school SENCO should also be invited to attend.
- xvii) Review meetings. Review meetings should be aligned with the usual cycle of parent-teacher consultations however they will be longer than most parent-teacher meetings. They should also allow for the views of the child to be included in these discussions. A record of the outcomes, action and support agreed must be kept and shared with appropriate school staff. In our school this record will be the ISP.
- xviii) For higher levels of need further assessment may be accessed from external agencies. Following observations and discussions between parents, teacher, child and SENCO a decision about whether external support is required will be made. Permission will be sought to refer children to these external agencies. The specialist, parents, child, class teacher and SENCO should agree the outcomes to be achieved and what strategies, equipment and interventions are required. A date must be set for review. Evidence of the impact of all adjustments and intervention will be kept and desired outcomes monitored.
- xix) EDUCATION HEALTH CARE PLANS When, despite the school having taken relevant and purposeful action, a child has not made expected progress then the school or parents should consider requesting an Education Health Care needs assessment. Evidence of support and action taken as part of SEN support will be required from the school.

- xx) EXIT FROM THE SEN REGISTER Children who are making appropriate progress and working at similar attainment levels to their peers will be considered for an exit from the SEN register if they have maintained this performance for six months. Support will be gradually withdrawn and their progress monitored carefully by the class teacher. They can return to SEN support if required.

See Appendix B for a flow chart showing how pupils needs follow the Assess, Plan, Do and Review cycle and how the graduated approach is accessed in our school.

SECTION 7: MANAGING PUPILS NEEDS ON THE SEN REGISTER

- i) Children are assessed half termly and pupil progress meetings take place for all children each term. Assessments provide valuable information about a child's progress but these should be combined with information from class teachers about a child's effort and attitude to learning. Following data collection, pupil progress and attainment is evaluated. Pupils may be highlighted for specific discussion at pupil progress meetings. A review of SEN provision may also be required at this stage. If discussions highlight the need for a child to be placed on the SEN register the class teacher will take responsibility for initiating discussions with parents and the child.
- ii) Children on the SEN register have their progress monitored in several ways. Firstly, provision mapping allows us to monitor the impact of various interventions in school e.g. children receiving precision support or children using certain programmes. Secondly, an Individual ISPs a year. These will usually be aligned with parent – teacher consultation meetings.
- iii) Provision mapping and ISP's are reviewed at least termly (for younger children or where the pace of learning is not fully known, this may be more frequently) ISP's will be reviewed in line with parent- teacher consultation meetings. Additional time should be planned to allow this to happen.
- iv) Provision made for children should be selected to meet the outcomes identified for the child. Strategies and interventions should be based on reliable evidence of effectiveness and delivered by staff with sufficient skills and knowledge.
- v) It is important that ISPs are kept up to date and relevant. Teachers should take responsibility for monitoring children's progress towards their targets. Once a target has been achieved the next step should be agreed and an amendment put in place to enable learning to continue at good pace. There is no need to wait until the next review period. ISP's must be shared with parents/ carers when they are updated and a copy given to the SENCO for the central record and provision mapping amended.
- vi) ISP targets should be specific, measurable, achievable, realistic and time limited. Interventions that do not have an impact in 4-6 weeks need review. There should be clearly identified success criteria e.g. recall 10/10 words from list 1 and spell them correctly in independent written work on 3/3 occasions.
- vii) ISP's should be kept accessible but securely so all staff who support a child can access them. They should always be available to the child, teacher, SENCO, support staff and the parents. All staff who work with the child should ensure notes of progress against targets are kept.

SECTION 8: IN SCHOOL PROVISION TO SUPPORT SEND CHILDREN

- All teachers are experienced in teaching primary children and access professional development on a regular basis
- The SENCO has gained the National Qualification for SEN coordination (NASENCO)
- We have a Foundation Stage Leader, Early Years practitioner and Early Years manager who oversee the progress and development of children in the nursery. They are supported by a Teaching Assistant (TA) who has experience of working with foundation stage children. Our Nursery Manager has significant experience of supporting children and families where there are emotional and social needs.
- We employ a further seven Teaching assistants who work with individuals, groups and classes to support general classroom work, interventions and delivery of programmes. Teaching assistants have various levels of specialist skill e.g. some have attended specific training to support children with speech and language needs, others have experience of supporting children with behavioural or emotional needs. Some have trained to deliver specific programmes of support.
- Resources and equipment to support children with SEN are stored centrally in the SEN cupboard in the staffroom. Resources are purchased on a priority needs basis as identified by the SENCO when considering the provision required for our current cohorts. Class teachers also request materials and resources to meet children's needs in class.
- The school site is accessible to wheelchair users. Changes to the interior have been made to improve circulation space. Flexible spaces allow further changes to be made should they be required. (Ref Access plan)
- Different spaces across the school are used to deliver 1-1 programmes or small group interventions with specialist staff. From December 2018 we will also have a sensory hub available to be used for individuals and small groups.

TYPES OF PROVISION: Provision is provided on a 'graduated basis'. Children's needs are assessed, actions planned, delivered then reviewed to ensure they have the desired impact. The table below describes some of the provision that may be used to meet children's needs.

Quality First Teaching	SEND support	Education Health Care Plan (EHCP)
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and individual) Alphabet arcs, phonic cards/displays Letters and sounds support Cursive handwriting Illustrated dictionaries Use of writing frames	Quality First Teaching Named part of whole class provision mapping Individual Education plan Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Time out/Anger Management support cards/ timers Group intervention for	Quality First Teaching, Assistance and support in line with individual EHC plans (statements)

Alternative recording methods – digi-mikes, sound buttons, Clicker General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Look say cover write check Numicon and practical maths equipment Where appropriate simple and clearly laid out worksheets. Structured school and class routines Clear unambiguous instructions Visual prompts and use of symbols for understanding Individual work station Speech and Language toolkit resources ASET assessment and actions Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self esteem Wellbeing assessments Time out facilities Modified/adapted resources Desk slopes /seat wedges/ Magnifiers Pencil grips/ adaptive scissors Overlays / Use of coloured paper	behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. (TELL) Toe by toe 1:1 Maths intervention inc. Dyscalculia materials, precision teaching, Numicon, Base 10. Multi-Sensory spelling programmes PIVATS to support small step progression Word Shark, Number Shark, Accele-Read - Accele Write Word Wasp, Toe by Toe Precision teaching Memory games Stile apparatus Maths strategies books Comic Strip cartoons Social Stories Nessy fingers BBC 'dance mat' touch typing Vocabulary maps/links Communication and support from external agencies. Speech and Language programmes Support in line with individualised advice from an external agency including Health Plans.	
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ACCESSING SPECIALIST SUPPORT

If

a child's needs are not being adequately met with SEN support from the school's resources then other agencies will be approached to offer additional support and guidance. This may involve other professionals working with the child. These may be from Education Support Services or Health Services.

We currently buy into the following support which is provided locally:

- Educational Wellbeing team (Behaviour support team, Educational Psychology, ASET etc)

We also access support from the following agencies:

- Speech and Language, Occupational therapy and Physiotherapy services

- ASET (Autism Spectrum Education Team)
- Education Preparation Unit
- School Nursing service
- CAMHS (Child and Adolescent Mental Health Service)
- Vision and Hearing support service

If we feel unable to meet a child's needs with additional support from the above agencies we would seek advice from local and national sources to find the right. Additional information about local services can be found on the North Lincolnshire website which describes the local offer.

<https://www.nlsendiass.org.uk/>

In order to engage other services a referral form needs to be completed. These vary depending on the agency involved. Parents and child are involved in discussions when a referral is required and their support sought. Parents/Carers are invited to meet with professionals from other agencies when they work with their child.

REQUESTING AN EDUCATION HEALTH CARE PLAN ASSESSMENT

For some children it may be necessary to complete a referral to the local authority to access funding and support from the Local Authority High Needs block. A referral form and evidence of support and impact to date is completed. Parents and child are involved fully in the process of gathering information and making the application. The School SENCO will take the lead with this referral.

SECTION 9: ROLE OF THE SENCO

The SENCO is responsible for the day to day implementation of the school's Special Needs policy which includes:

- Responsibility for children with SEN throughout the school including Early Years
- Liaising and advising with colleagues
- Coordinating the reviewing of termly progress of pupils who are receiving SEN support
- Coordinating and maintaining SEN records
- Liaison with colleagues, parents, external agencies and governors
- Arranging annual reviews for Statements and Education Health Care plans as well as transition to Education Health Care Plans from Sept 2014 in line with the Local Authority transition plan.
- Developing the special needs resources and reviewing the effectiveness of provision
- Keeping up-to-date with developments in SEN locally and nationally including statutory requirements.
- Contributing to the in-service training of staff
- Developing SEN in line with the School development plan and contributing to the school SEF

- Reviewing and updating the SEN Policy
- Maintaining statutory information on the school website.

SECTION 10: FURTHER SUPPORT FOR CHILDREN AND FAMILIES

- Parents and pupils are supported to access North Lincolnshire's local offer of support and advice for parents and children with SEND. (Regulation 53, Part 4)
- We provide an annual SEN Information Report on our website https://westwoodsidecofeacademy.co.uk/documents_for_parents/special_educational_needs/sen_information_report.html (Ref: Reg 51, Part 3, section 69(3)(a) of the Children and Families Act)
- Other sources of support can often be accessed via the Children's centre at Epworth (01427 873787). The school SENCO may also be able to sign post to other support services. Many national charities and support groups also offer support for families and children. Appendix C includes further links.
- Information about the schools admission arrangements for children with SEN can be found on the academy's website https://westwoodsidecofeacademy.co.uk/documents_for_parents/admissions/admissions_.html
- The SENCO makes arrangements for any additional access arrangements that are required for children for their national tests.
- Parents may also find it useful to contact who offer unbiased advice and support to parents of children who are concerned about SEN.
<https://www.nlsendiass.org.uk/contact-us/>

SECTION 11: TRANSITION ARRANGEMENTS FOR CHILDREN WITH SEND:

We aim to ensure that all children with SEND who children join our school, move classes or move on to the next stage of education can do so in a supportive manner that ensures continuity in the way that their needs are met.

As soon as we are aware that a child with special needs wishes to join our school we will work closely with parents/carers to put in place the best possible transition arrangements for that child. This may

include: additional home visits, extra transition visits to school, visits to preschool settings for staff to work alongside key workers, meetings with outside agencies already supporting the child and a series of meetings with parents and professionals to plan and evaluate transition support.

Within school all children are supported to prepare for the next step in their learning journey. We have a whole school focus on 'Changes' in the summer term. Transition from one class to another is supported with a 'moving up' visit to the next class and teacher. Additional visits may be planned for children who require more preparation. Past and present teachers always meet together to share information about learning needs. Sometimes the 'new teacher' may spend additional time with a particular child or observe them in their current class.

For children moving onto the next stage of education we work in close collaboration with local secondary schools. Initially we will communicate with the new school's SENCO and arrange a joint meeting for parents. This takes place well before transition begins. A transition plan is developed. In the past these have included the following: extra visits for a child to their new school and supporting activities; sharing information about the child; planning a time for staff from the new school to observe the child in their class and time to speak to their current class teacher. Where necessary a statement or Education Health Care Plan review takes place at least 2 terms before the child moves to secondary school. This meeting always includes transition arrangements.

SECTION 12: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education. This includes school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information about our support for children with medical needs please refer to our policy 'Supporting children with medical conditions' Jan 2023.

https://westwoodsidecofeacademy.co.uk/documents/%5B819274%5Dsupporting_children_with_medical_needs_updated_Jan_23.pdf

SECTION 13: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils especially those with SEND.

- The SENCO regularly visits classrooms to observe support in action for children with SEN.
- Regular review of ISPs and Provision mapping takes place and frequent communication with the teaching assistant informs future developments.
- Provision mapping allows the impact of initiative to be fully analysed for effect and compared with progress made by pupils
- The number of pupils who move on and off the SEN register provides information about the impact of interventions.
- The school governors meet termly with the SENCO to receive information about children's progress and the impact of initiatives.
- Discussions with pupils, parents and staff provide information to inform future planning.

- The annual school questionnaire also provides information to reflect on practice.
- Independent reports e.g. Local authority or Ofsted provide additional analysis of provision.
- The reports by the Governor with responsibility for SEN to the Full Governing Body addresses, amongst other issues, the effectiveness of provision and any amendments made or proposed over the year to this policy.

SECTION 14: TRAINING AND RESOURCES

- Notional SEN funding is received into the whole school budget.
- Additional top up funding is received from the Local Authority for a small number of children with higher needs. This amount is based on a child's needs exceeding a nationally prescribed threshold.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SEN policy is reviewed annually with all staff
- The school's SENCO regularly attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.
- In house training is delivered by staff in school e.g. SENCO
- Information about new strategies or support e.g. precision teaching is shared at staff meetings.

SECTION 15: ROLES AND RESPONSIBILITIES

- SEN Governor - Mrs M. Potter
- Designated Teacher with specific Safeguarding responsibility - Mrs G Baker
- Deputy designated teacher Mr A Rush
- Pupil Premium – Mrs G Baker
- Looked After Children – Mr A Rush
- Managing the needs of pupils with medical conditions – Mrs L Woodgate
- SENCO – Mrs L.Woodgate

SECTION 16: STORING AND MANAGING INFORMATION

Information is stored electronically on password protected machines. Class teachers, and the SENCO keep working files containing letters, ISPs and assessments – these are stored securely. Documentation regarding SEN is passed to the next school when a child transfers to ensure that appropriate provision can be continued.

Confidentiality policy

A copy of this policy can be found on the school website.

SECTION 17: REVIEWING THE POLICY

The SEND policy is reviewed annually or in light of changes to national or local legislation.

SECTION 18: ACCESSIBILITY

Statutory Responsibilities: The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans which should be reviewed annually and updated every 4 years.

Westwoodside Church of England Academy Trust Accessibility Plan

TARGET	STRATEGIES	OUTCOME	To be Completed By:	MONITORING STRATEGY
All staff to scaffold aspects of the curriculum to take into account a range of SEND	CPD which raises awareness Support from Subject Leaders	All staff fully able to meet the requirements of children's SEND needs with regards to accessing curriculum		Lesson observation demonstrating scaffolding as required.
Improve environments for children with hearing and visual impairment	Visual Impairment Team to carry out audit	All environments inclusive of VI and HI needs	July 2024	
Dyslexia Friendly Classrooms	Alphabet Arc on display. Cursive font in all classes. Word mats, spell checkers , useful vocab accessible. Keyboard skills promoted (Nessy fingers/ Dance mat Typing). Working walls support recall of key information. Use of highlighters for reading comprehension. Maths equipment accessible. Multi sensory learning promoted for spelling. Support strategies such as mind mapping, vocabulary lists, Dictaphones, sound buttons, coloured paper or overlays, are used regularly	Dyslexic children and those that have difficulty with reading and writing are able to maintain and close the gap in attainment and progress rates are similar to those for SEN children nationally and for ALL children at our school and for ALL children nationally	Ongoing	Environment walks Lesson observations/ drop ins. Monitoring of planning
Clutter free classrooms for	Reduce amount on display (confine to walls)	Children with ASD and ADHD are less distracted and make	Ongoing	Environment walks Observations and lesson drop ins.

access and for children with ASD	Keep all areas of school and classroom well organised.	better progress. Clutter free areas allows easy access for children with movement difficulties or who need a wheelchair		
Availability of written materials in alternate formats	SENCO to liaise with sensory impaired agencies for converting written information into alternative formats and other resources available to aid learning.	School to provide written information in all formats <u>when required</u> .	Ongoing	
To provide specific ICT resources which would support those pupils with additional needs	ICT Subject Leader and SENCO to research resources available as required.	School to provide resources <u>when required</u>	As required	VI team CPD for staff Current
To provide resources to help individuals with writing/coordination difficulties to access curriculum	Slopes, pencil grips available in school. OT requests met for children as required		July 2024	Observations of resources in use. Children's and parents comments about use of these. Impact on children. OT comments
To develop staff skills and specialisms to support children with a range of commonly occurring SEND	Access support for Epi Pen training to meet needs of children with severe allergies Access support for Speech and Language toolkit to update staff skills. Access support for autism spectrum disorders Access support for Dyslexia	Training accessed and staff confident in supporting Staff knowledge and skills enhanced by training	July 2024	Observations of training taking place Comments from staff about usefulness of training

PHYSICAL ENVIRONMENT: Our environment is accessible to children with gross motor difficulties and those who use wheelchairs. Adaptations to classrooms are able to be made as flexible wall structures are in place. All doors have level access or have a slope. In future further handrails may be required. There is one disabled toilet on the school site and a disabled parking space. In Dec 2018 we will add a sensory hub which will provide a space for children with sensory needs or in need of a quiet calming place.

PARTICIPATION IN SCHOOL ACTIVITIES: We encourage all children to participate in the whole curriculum, curriculum visits, before and after school clubs, leisure and social activities. We discuss with parents any

needs prior to special events taking place and take into account their views and the views of the child. We endeavour to ensure that all children can participate as fully as possible.

SECTION 19: DEALING WITH COMPLAINTS

The school complaint policy can be found on our website. Initially parents/ carers should approach the Head teacher to express any concerns or complaints. If you do not receive an adequate response then the Chair of Governors (Mrs Maria Potter) may be contacted. Further details are described in the complaints policy and procedure available from the school website.

SECTION 20: BULLYING

The school's Behaviour and Anti-Bullying policy can be found on the school website.

Research tells us that children with SEN are more likely to be bullied than other children and we are aware that children who have 'mild' or 'hidden disabilities' can be at greater risk. We know that children with social and communication difficulties can also be at a greater disadvantage especially as they become older. The staff aim to promote the best possible relationship amongst our children to ensure that our most vulnerable learners are able to take a full and active part in our school community.

What do we do to mitigate the risk of bullying of vulnerable learners at Westwoodside?

- Our school is founded on Christian Values of: Respect, Love, Friendship, Compassion, Perseverance and Honesty - these form the backbone of all our work and underpin all our relationships
- We celebrate the uniqueness of every child and explain that we are all learners learning at different rates. We use Collective worship, Circle time and PSHCE to explore some of the issues and ways in which we are different and the same as one another
- Books and stories promoting individuals from a wide range of backgrounds are used across the school and in a range of curriculum areas.
- We promote and develop friendships from an early age supporting children to understand the needs of their friends and to accept all in their class and school community.
- We promote communication and social skills for all children but especially those who may become marginalised or isolated e.g. teaching assistants involve groups of children in the playground and develop strong friendships amongst them based on common interests e.g. football. Support is provided for pupils who need social rules explaining.
- Our older children are trained as buddies and play leaders which supports developing friendships and play.
- We particularly support social skills through our strengths programme and ongoing foci in school. Sign language is useful in allowing all children to access our strengths programme.

- We ensure that all children have a named adult that they can approach. Every child has a 'Talk To' hand with at least five adults that they are reminded that they can speak to.
- We listen carefully to children and parents when they raise concerns
- We work with peer groups to develop their understanding of a child's medical or special educational needs at an age appropriate level. We may call on specialist support to do this.
- We teach, explicitly where needed, social communication skills for the playground, group and class work. We work with parents to develop these skills too. We may use Thrive approaches to support.
- We involve outside agencies to support vulnerable pupils e.g. School Nurse, Educational Psychologist or CAMHS.

Further information about SEND and bullying can be found at:

<https://www.nationalbullyinghelpline.co.uk/kids.html> The school's Behaviour and Anti

Bullying policies contain more guidance

https://westwoodsidecofeacademy.co.uk/documents/%5B812766%5DBehaviour_Policy_2022_2023_November.pdf