



FCAT
The best we can be

Westminster Primary Academy

SEND Policy

Our Vision and Aims

At Westminster Primary Academy we are fully committed to offering an inclusive , balanced curriculum that challenges all our pupils to achieve their best by valuing the contribution, ability and achievement of all. We aim to promote an atmosphere and ethos that encourages spiritual, moral and cultural development to prepare our pupils to be responsible, caring members of the wider community. We promote respect for the beliefs and values of others regardless of race, gender, religion, sexuality or ability through British Values within the curriculum.

Definition of Special Needs

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in schools within the area of the Local Authority
- Have an emotional or behavioral difficulty which impedes the learning process.

Pupils should not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught. Special educational provision means provision which is additional to, otherwise different from , the educational provision made generally for pupils of their age in schools within the academy group, other than Special Schools in the area.

Roles and Responsibilities

Effective provision for pupils with Special Educational Needs is a matter for the academy as a whole. The **Principal** is the 'responsible person' it is the Principal's responsibility to oversee that all the policies relating to SEND are implemented throughout the academy. The Principal keeps the governing body fully informed and works closely with the academy's SENCO.

The **Governing Body** has a specific duty to ensure that the necessary provision is made for pupils who have SEND and that their needs are known to any teacher who is likely to teach them. The governing body will liaise with the Academy Group and the Local Authority when it seems desirable or necessary in the interest of coordinated SEND provision.

- Ensure that a pupil with SEND joins in the activities of the academy together with all pupils so far as is reasonably practical. To ensure that parents/carers are informed of any decision the academy may make in providing SEND provision for the pupil.
- Ensure that the academy's admission arrangements do not discriminate against a pupil with disabilities either through the terms on which the academy offers admission or by refusing or deliberately omitting to accept an application from a pupil with disabilities. To ensure that the academy's access plan increases the extent to which a pupil with disabilities can access the curriculum and improving delivery of information.

The SENCO

The SENCO with the support of the Principal and governing body is responsible for the day to day operation of the provision made to support pupils with SEND in order to secure high quality effective teaching, effective use of resources and multi agency working. The SENCO will liaise with parents/carers of pupils with SEND, Educational Psychologists, Paediatricians, School Nurses, Occupational Therapists, Speech and Language Therapists, Child Adult and Mental health services, Health, Social Services and advisory teachers from the Local Authority. The SENCO is responsible for keeping an up to date SEND register for the academy.

Academy Staff

Acknowledge that all teachers are teachers of pupils with SEND and adapt the curriculum accordingly to meet the needs of their pupils. All staff are aware of the Academy SEND Information Report and the Local Area SEND Offer and what their responsibilities are towards pupils with SEND.

Early Identification and Assessment

At Westminster Primary Academy we believe that pupils have an entitlement to have their needs identified and addressed at the earliest possible stage. If we are aware that a pupil has Special educational Needs before they enter school, every effort will be made to liaise with the previous school or setting, other agencies and parents/carers to enable the academy to make the appropriate provision. All teachers at Westminster Primary Academy are committed to planning and teaching to the highest standards to ensure that all pupils in their care are receiving a challenging and differentiated curriculum. This is called **First Quality Teaching**. The progress of all pupils is monitored and assessed carefully to ensure they are making progress in line with their abilities. A pupil with Special educational Needs may experience one or more types of support alongside First Quality Teaching including group work and/or one to one support. These interventions may be delivered by a teacher, teaching assistant (TA), higher level teaching assistant (HLTA), learning mentor, support staff or a combination of all.

School Concern

This recognises that a pupil may need access to additional support and that this may need to remain in place but does not yet require a referral to an outside agency or service for advice. The SENCO will add the pupil to the Academy's SEND register and will liaise closely with the

class teacher, parent/carer and Phase Leader to monitor the pupil's progress. After a period of review it may be agreed that the pupil's progress no longer presents as a concern and therefore he/she will be taken off the SEND register.

SEND Provision

If a pupil over a sustained period of time, continues to work at a level substantially below pupils of a similar age despite well founded SEND support it may be agreed to seek outside agency advice.

This might be for example to refer to an Educational Psychologist. Advice and recommendations for outside agencies would be used to inform an action plan in school and form the basis of cycles of **Assess, Plan, Do and Review** which will be evaluated to assess progress. This is called a **Graduated Response**.

Education, Health and Care Plan (EHCP)

Pupils who have complex, severe or life-long learning needs and require continued additional support in school may be assessed as needing an **Education, Health and Care Plan (EHCP)** which provides a statement of need. The SENCO would complete the referral paperwork and send it with supporting documents to the Local Authority for Statutory Assessment. The Local Authority will collaborate closely with parents/carers and the agencies involved in order to make their decision. Parents/carers should be aware that Statutory Assessment does not always lead to an Education Health and Care Plan being issued. In this circumstance parents/carers have a right to appeal the decision.

Transfer to secondary school.

We have good links with our local secondary schools and academies who make early arrangements to see their new pupils prior to transition by meeting with the SENCO at Westminster Academy and key staff. At this meeting pupils SEND needs are discussed and current support interventions shared. It may result in additional visits to the secondary provider being arranged alongside existing transition arrangements.

Evaluation

This policy is under continuous review by the principal and SENCO. It will be an agenda item annually at the Academy governors meeting.

Complaints Procedures

In the first instance, parents/carers complaints about the provision of SEN are dealt with through the Academy's complaint procedures.

Sue Collins

SENCO September 2018

Westminster Academy SEN Report can be found on the Academy website.

Blackpool Local Offer www.blackpool.gov.uk/localoffer

