

WESTERTON PRIMARY ACADEMY



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Academies
Trust

SPECIAL EDUCATIONAL NEEDS POLICY

SEND Governor	SENCo	Principal
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1. Aim and Objectives

The Principal and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Principal and the Governor, with responsibility for SEND, on the ongoing effectiveness of this policy.

This policy will identify how the academy will:

- Implement procedures for assessment, identification and provision for pupils with special needs within the framework of the 2014 Special Educational Needs & Disabilities Code of Practice.
- Communicate the procedures identified in this policy to all those involved in the process.
- Review the provision and policy.

1.1 Aim

- We aim to provide every child with access to a broad and balanced education that includes the National Curriculum, in line with the Special Educational Needs Code of Practice 2014. By focussing on high quality outcomes for our children we aim to raise aspirations and expectations.

1.2 Objectives

- To seek to identify those pupils with special educational needs as early as possible by working closely with families and early years' education and health care services, gathering as much information as possible prior to the child's entry into academy.
- To ensure that the progress of all pupils is monitored closely, in order to identify those pupils who may not be progressing and who may need early support intervention.
- To ensure that effective 'early support' is put into place when a pupil is identified as having SEND.
- To operate a whole academy approach to the identification of pupils who may not be making progress and in collaboration with the SENCo, identify the necessary support required for individual pupils who have SEN or a disability.
- To provide appropriate provision and ensure that pupils with SEND have full access to the curriculum.
- To ensure that progress of specific pupils with SEND is monitored and reviewed regularly in order to ensure that individual targets are being achieved and needs are being met.

- To work with parents to ensure a good understanding of their child and to involve them in all stages of their child's education.
- To seek support from outside agencies when a pupil's needs cannot be met by the academy alone.
- To create an academy environment where pupils can contribute to their own learning and participate fully in wider academy opportunities.

2. Vision and Values

- Westerton Primary Academy provide all pupils with access to a broad and balanced curriculum. We are focused on creating an inclusive environment, rooted in an excellent foundation of Quality First Teaching, where provision is tailored to the needs and abilities of pupils with SEND.
- At Westerton Primary Academy we believe that all of our pupils are entitled to a high quality education that will maximise their life chances. We are committed to making sure all of our pupils have the chance to thrive and support them to meet their full potential.
- All pupils are entitled to an education that enables them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training.
- We celebrate our achievements, talents and cultural diversity; irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our academy and the wider community.

3. Legislative Compliance

- This SEND policy is constructed in line with the requirements set out in Part 3 of the Children and Families Act (2014) and associated regulations. It is fully compliant with 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 SEND
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for Education, Health and Care (EHC) Plans, SEN Coordinators (SENCOs) and the Special Educational Needs (SEN) Information Report
 - The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
 - The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose Education, Health And Care (EHC) Plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

- At our school we strive to create an inclusive teaching environment, which offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

- Westerton Primary Academy identifies pupils as having Special Educational Needs if they meet the definition as set out in the SEND Code of Practice (DfE, July 2014)

‘Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’

- A child has a learning difficulty if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age or, Has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream academy. 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.

5.2 Disability

- Pupils are considered to have a disability if they have:
‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-day activities’
(Equality Act, 2010).
- Westerton Primary Academy will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 Areas of Need

- The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that span across more than one area, and their needs may change over time. When a pupil is identified as having SEND, they are included on the school SEND Register, based on their primary (main) need.

<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
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<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1 – The SENCo

The SENCO at Westerton Primary Academy is Miss Emma Hewitt (NASENCo Award). Emma Hewitt has completed and holds the National Award for Special Educational Needs and Disabilities Co-ordination (NASENCo), with distinction.

The SENCo will:

- Work with the Principal and Governing Body to determine the strategic development of the SEND policy and provision in the academy.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care Plans (EHCPs)
- Monitor the needs of the pupils at Westerton Primary Academy and work with parents and teaching staff, to identify children who may have SEN.
- Co-ordinate provision for SEND pupils and advise on the graduated approach to providing SEN support and differentiated teaching methods, appropriate for individual pupils.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for parents of children with SEND, offering daily advice and support, alongside regular SEND review meetings.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies (inclusive of health, education and social care services) to ensure that appropriate provision is provided.
- Liaise with next providers of education (including where children are moving into SILC placements) to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEN and the provision for them is transferred in a timely manner.
- Work with the Principal and Governing Body to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the academy keeps its records of all pupils with SEND up to date and accurate.
- With the Principal, identify specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- Liaise with the Local Authority and have a secure knowledge of the Leeds Local Offer and services, in order to provide a supportive role to the families of SEND children, to ensure that pupils with SEND receive appropriate support and access to services.
- Annually review information for inclusion in the school's SEN Information Report and any updates to this policy.
- With the Principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The SEND and Mental Health and Wellbeing Team

In addition to the SENCO, there is a specialist team of people who provide valuable support, in relation to SEND and Mental Health and Wellbeing.

Their roles and responsibilities are:

- Jane Sayers: Mental Health and Well-being Team Leader
- Tyler Severn: Pupil and Family Engagement Mentor
- Claire Maskery: Emotional Literacy Support Assistant
- Lynn Jackson: Special Educational Needs Administrator
- Denise Harrop: Early Years Speech and Language Support

6.3 The Governing Body

The academy's Governing Body has important statutory duties towards pupils with special educational needs.

The Governing Body will:

- The Governors, working in partnership with the Principal, have responsibility for deciding the academy's general policy and approach to meet the needs of SEND pupils.
- Through the performance management and professional growth process, Governors ensure that objectives for leadership and the academy development plan include SEND.
- Through the academy's self-review procedures Governors monitor effectiveness of the academy's SEND policy and provision.
- All governors have an up-to-date knowledge of the academy's SEND provision, but a governor will be designated to have a specific role for SEND.
- The Governing Body will report to parents annually on the academy's SEND policy.
- The Governing Body must publish information on their websites about the implementation of the Governing Body's policy for pupils with SEND.
- The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

6.4 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Board Meetings
- Alongside the SENCo, monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.5 The Principal

The Principal will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for all pupils, including provision for children with SEND. The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise all pupils' progress and outcomes.
- Work in close liaison with school's SENCO to monitor SEND provision and outcomes.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Inform the Governing Body of changes to and implementation of the school's SEND policy.

6.6 Class Teachers and Phase Leaders

All teachers are teachers of children with SEND and are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from the SENCo, or specialist external agency staff.

Each Class Teacher is responsible for:

- Planning and delivering Quality First Teaching that is differentiated and adapted to meet pupil needs, through a graduated approach.
- Working in collaboration and with advice from the SENCO, to create, implement and monitor the impact of termly SEND Support Plans, identifying specific, measurable, achievable, realistic and time-bound targets for pupils to progress towards.
- Working with the SENCO to review each SEND pupil's progress and development, and agree on any changes to the SEND Support Plan and provision, in order to meet their needs and enable progress.
- Working closely with any Learning Support Assistants to plan and assess the impact of support and interventions.
- Be secure in their understanding of EHCPs for individual pupils and, alongside the SENCO, implement the statutory provisions within Sections E and F.
- Meeting with parents termly to review SEND Support Plans and provision, alongside attending the SEND Annual Review, alongside the SENCo (Summer Term).
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.
- Phase Leaders will support staff within their phases to implement SEND provision for individual pupils. They will monitor pupil progress and review the quality of teaching and learning, for all pupils.

6.7 Learning Support Assistants

Learning Support Assistants will:

- Work in partnership with, and under the instruction of the Class Teacher to support the teaching and learning of individuals and groups of pupils.
- Work closely with teaching staff to support children with SEND, either individually or in small groups, to enable pupils to access Quality First Teaching, with adaptations for pupils with SEND.
- Support pupils in achieving targets identified in SEND Support Plans and EHCPs.
- Monitor the learning of SEND children and feed this back to the Class Teacher and SENCO, to inform ongoing assessments.
- Implement consistent behaviour management strategies as agreed by the teacher / Phase Leader and SENCo.

6.8 Parents and Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

A partnership approach is valued and the SENCo adopts a collaborative approach, in order to enable all pupils to progress towards their individual outcomes.

6.9 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided.

This might involve the pupil:

- Contributing to the development of their pupil passport, though: sharing their likes and dislikes, explaining what their strengths and difficulties are, and discussing their aspirations and goals.
- Attending review meetings, where appropriate and agreed by parents.
- Working alongside other professionals and agencies to develop their own awareness of their SEND.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

Westerton Primary Academy publishes a SEN Information Report on its website, which sets out how this policy is implemented in the school. The report will be updated annually and as soon as possible after any changes to the information it contains. The SEND Information Report is accessible on the academy website.

8. Our Approach to SEND Support

8.1 Identifying Pupils with SEND and Assessing their Needs

- At Westerton Primary Academy we recognise the importance of early identification of SEN. Early intervention improves the long-term outcomes for pupils.
- On entry, we assess each pupil's current skills and levels of attainment when they start at the school. This is informed through initial conversations with parents and home visits for EYFS pupils and new starters. We have strong partnerships with other settings, to build on information from previous

settings, where appropriate. We consider any evidence that the pupil may have a disability under the Equality Act, and if so, what reasonable adjustments the school may need to make. If a pupil has a special educational need or disability, we will ensure that all reasonable adjustments are made to ensure full access to education at Westerton.

- If a pupil is joining Westerton Primary Academy, and:
 - Their previous setting has already identified that they have SEN
 - They have a known disability
 - They are known to external agencies
 - They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information, before the pupil starts at school, so support can be put in place as early as possible and an effective transition planned.

- At Westerton, the needs of the child are assessed through a range of indicators and will determine the provision we will provide. The SENCo will gather information, including the views of the pupil and parents, along with those of outside professionals such as the Complex Needs Team, SENIT Team and Specialist Teachers, Educational Psychology Service and CAMHS, if necessary. At Westerton, we also employ a private Speech and Language Therapist for two days per week, who can assess language and communication difficulties and provide individual targets.
- All teachers are responsible and accountable for the progress and development of all the pupils in their class. Where a pupil is not making adequate progress, teachers together with the SENCo and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, personalised and adapted for individual pupils, is the first step in our academy's response to pupils who have or may have SEN.
- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of difficulty with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO, through a school referral form, and have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- Lack of adequate progress may be indicated by:
 - Little or no progress despite the use of targeted teaching approaches.
 - Working at levels significantly below age expectations, particularly in literacy and numeracy.
 - Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies in line with the academy's behaviour policy.
 - Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
 - Poor communication or interaction, requiring specific interventions to access learning.
- It should be noted that persistent disruptive behaviours do not necessarily mean that a young person has SEN. Assessments will be made to determine if there are any causal factors such as undiagnosed learning, communication or mental health difficulties, and through consultation with parents, provision will be established, sometimes via a behaviour plan. If it is thought that factors such as housing, family or other domestic circumstances may be affecting behaviours, a multi-agency approach, such as 'Early Help' will be instigated via LEODIS Support Services.

- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
- When deciding whether the pupil needs special educational provision, 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. In some instances, a SEND Support Plan may be required, in order to plan a graduated approach to supporting the child make progress.

8.2 Consulting and Involving Pupils and Parents

Westerton Primary Academy put the pupil's needs at the heart of all decisions made about special educational provision. We take a partnership approach, alongside parents and the pupil themselves. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

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

We will formally notify parents if it is decided that a pupil will receive special educational provision and be named on the SEND Register.

Partnership with Parents

- The academy actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:
 - Ensuring positive attitudes towards all parents.
 - Promotion of a collaborative approach to child-centered planning and provision.
 - Effective communication and invitation to regular SEND Review Meetings and Coffee Mornings.
 - Formal and informal meetings and discussions with the SENCO, Class Teacher and key staff.
 - Acknowledgement of the parent's role as a partner in the education of their child.
 - The academy's 'open door' policy.
- Parents of any pupil, with either SEND or concerns regarding their child's progress, are welcome to telephone or visit the academy to discuss their concerns with the appropriate member of staff. The SENCO welcomes parental communication by meeting, phone or email.

Pupil Participation

- The academy very much acknowledges and encourages the pupil's role as a partner in their own education, developing their participation in the decision making process by:
 - Listening to and valuing their views.
 - Involving pupils in review meetings to discuss progress and future provision.
 - Involving pupils in target setting and formation of pupil passports, individual plans and targets.

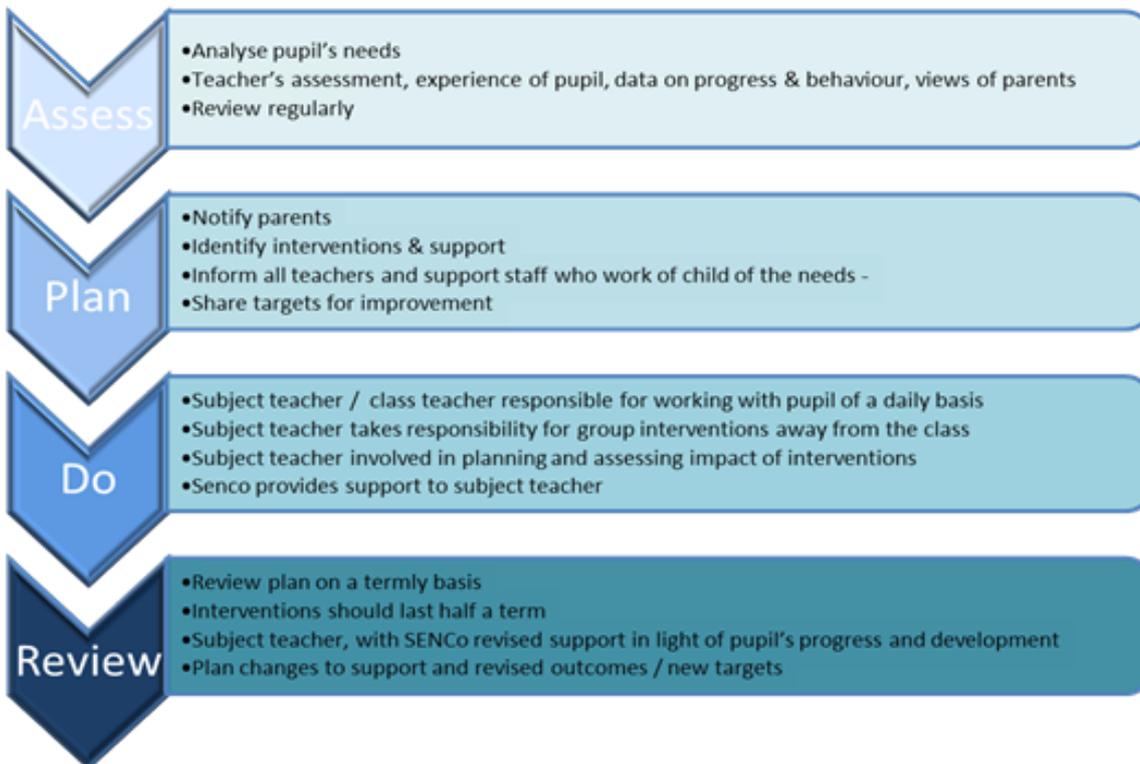
- Recording pupils' views as part of any review procedure.
- The academy recognises that some pupils may need help in communicating their thoughts and feelings and that certain elements of SEND can sometimes be upsetting and distressing for pupils, depending on their specific SEND. Every effort will be made to avoid potential distress caused to pupils when involving them in discussions. Alternative communication systems are often used to gather pupil views in a child-friendly way, ensuring that their thoughts, feelings and aspirations are accurately captured.

8.3 The Graduated Approach to SEN Support

When it is identified that a pupil does have SEND, parents will be formally advised and the pupil added to the academy's SEND register at 'SEN Support'. The aim of formally identifying a pupil as having SEND is to help the academy to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess

This involves, clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of the parents,. The pupil's views and where relevant, advice from external agencies will also be considered. At Westerton, we use B-Squared Assessment to identify gaps in learning and plan for small steps of progress. In Early Years, we use the Leeds SENIT Developmental Journal to finely assess and track progress.

This analysis will require regular review, usually termly to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and that the interventions being used are developing and evolving as required. Where external professionals are not involved, a referral for support may be made, following consent from parents.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. External agency and wider professional advice and recommendations will be included within the planning process.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision Map, and will be made accessible to staff as a pupil passport and/or SEND Support Plan. Copies of all SEND Support Plans will be shared with parents.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The assessment and planning process will now be actioned, through provisions and intervention. The Class Teacher remains responsible for working with the child on a day to day basis, even where the interventions take place away from the classroom. They will work closely with Learning Support Assistants to assess the impact of the support and interventions. Phase Leaders will meet with Class Teachers each term to discuss the impact of interventions and to help decide upon next steps. Where difficulties persist, support and advice will be given by the SENCO. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

Reviews of a child's progress will be made regularly at Pupil Progress meetings between Class Teacher and Phase Leader. Progress will be shared on Parent Consultation Evenings. When a child has an Education, Health and Care Plan, SEN review meetings are held annually, and involve parents, Class Teachers and the SENCO, alongside other wider professionals.

The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The Class Teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress making any necessary amendments to the pupil's SEND Support Plan, in consultation with parents and the pupil.

What happens next?

Following a cycle of the graduated approach, we will seek to continue the cycle and support the pupil to continue to progress towards their outcomes. For children with more complex SEND needs, it is likely that graduated planning (SEND Support Plan) will continue throughout their education at the academy. In some cases, SEND pupil may achieve their outcomes and no longer require a SEND Support Plan. In these cases, a Pupil Passport, detailing provision will continue and their progress be monitored closely by the SENCO.

8.4 Levels of Support

School-based SEN Provision

- Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be

adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

- The provision for these pupils is funded through the school's notional SEND budget and, in more complex cases, the pupil may also receive high-needs top-up funding (Funding for Inclusion), though changes have been made to this by Leeds City Council for 2024 onwards.
- On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) Plan

- Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
- For pupils with more complex SEND needs, despite the academy making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP).
- If a pupil has an EHCP naming Westerton Primary Academy, the SENCo and Principal of the academy will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.
- Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN changes, the local authority will be informed and the SENCo will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.
- For further information on EHCPs please see the Local Authority's 'Local Offer' which can be accessed via the academy website.
- The provision for EHCP pupils will be funded from the school's notional SEND budget and also Leeds City Council. On the census these pupils will be marked with the code E.

8.5 Managing SEND Provision

- High quality, Quality First Teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEND.
- Pupils with SEND will access a broad and balanced curriculum, through differentiated teaching and adaptations. Personalised SEND provision will be provided by the academy as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.
- Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.
- Regular SEND training and learning opportunities for staff are provided in academy so that staff members are kept up to date, as much as possible, with the teaching methods which will aid the progress of all pupils.
- In class, Learning Support Assistants are deployed effectively, to support pupils with SEND, to ensure that the curriculum is differentiated to meet individual needs. We also provide individual and group support, where necessary, and ensure that the class teacher regularly provides teaching support to those with SEND.
- Information regarding individual needs is confidentially shared between those responsible for teaching pupils with SEND, including supply staff and trainees, so that consistent approaches can be used and needs understood.

8.6 Resources for SEND

- The academy's SEND provision is funded largely from the academy's overall budget and the SEN notional budget.

- When it is agreed to place a pupil on the academy's SEND register, it is because their additional needs are significant and they require additional support that the academy may fund up to an additional £6k.
- In exceptional cases the academy can apply to the LA for top up funding when support costs are in addition to the first £6k, through Funding for Inclusion (FFI). This process is being reviewed and changed from September 2024, therefore no new requests for FFI can be made, without an EHCP.
- Pupils who have an Education Health & Care Plan are entitled to an agreed package of support from the Local Authority and will receive funding, in line with their needs.
- Support is graduated according to needs, priorities and availability of resources.
- Learning Support Assistants are deployed in accordance with SEND support needs.

8.7 Evaluating the Effectiveness of SEN Provision

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

- Tracking pupils' progress, including by using provision mapping, SEND Support Plan outcomes and termly progress data.
- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Holding annual reviews for pupils with EHC plans and SEND needs.
- Feedback from the pupil and their parents.
- Seeking feedback from external agency professionals and wider teams.

9. Expertise and Training of Staff

- The Principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the academy's plan for continuous professional development.
- The academy is committed to developing the expertise of all staff in SEND to enable them to meet the needs of all pupils. This is done by means of:
 - INSET / CPD, linked to SEND and the wider curriculum.
 - SENCO support and advice, on an ongoing basis.
 - Training and advice from external agencies, specific to individual pupils needs.
 - Medical needs training (delivered by specialist teams), specific to Individual Health Plans is provided annually for staff working with children with medical needs.
 - Professional Growth and personal CPD.

10. Links with External Professional Agencies

- The academy recognises that it won't be able to meet all the needs of every pupil in isolation, a collaborative approach with other agencies is valued and adopted.
- The academy aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Whenever necessary the academy will work with external support services such as:
 - Speech and language therapists (both NHS Mainstream and Interactions Speech and Language Therapy, the school's private SALT provider).
 - Specialist teachers or support services, including: Visual Impairment Team, Deaf and Hearing Impairment Team (DAHIT) and Specialist Training in Autism and Raising Standards (STARS).

- Leeds Special Educational Needs and Inclusion Team.
- Educational Psychologists.
- Occupational Therapists, Physiotherapists and other healthcare professionals, including General Practitioners, School Nurses or Paediatricians.
- Child and Adolescent Mental Health Services (CAMHS), including private agencies contacted to complete CAMHS assessments.
- Social services.
- Co-Collaboration between Westerton Primary Academy, the LEA, health services (both NHS and private), social services and other, more experienced academies (such as SILCs) is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND.
- Westerton Primary Academy also have access to LEODIS Support Services. Where it is felt that a referral for extended services would be appropriate, the academy can access therapeutic services and counselling.
- In a very few circumstances, where the academy feels unable to meet the needs of a child with social, emotional and / or mental health needs, we may access alternative temporary provision using the Area Inclusion Partnership.
- The academy is able to support and advise parents and families regarding the Leeds Local Offer for SEND, ensuring access to services within the city.

11. Admission and Accessibility Arrangements

11.1 Admission Arrangements

- Admittance to the academy will be on the basis of the Education Authority and the academy's admissions procedures and all pupils will be welcomed, regardless of whether they have SEN or disabilities. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision, such that, where possible, no children are refused admission to academy on the basis of their special educational need, ethnicity or language need.
- For children with EHCPs, parents should follow the LA procedures for naming their preferred setting. Information can be sought via the Local Authority and the Special Educational Needs Statutory Assessment and Provision Team. The SENCo is also able to support with this process, for pupils at the school. The SENCo is also happy to advice parents of prospective pupils regarding this process, if required.
- A copy of Westerton Primary Academy's Admissions Policy is accessible via the website.

11.2 Accessibility Arrangements

- Westerton Primary Academy's Accessibility Policy can be accessed on our website.
- Westerton Primary Academy is built on one level, with a small number of steps to access the KS2 corridor (a lift is available).
- An appropriate and accessible learning environment is provided and is adapted, where possible.

- Westerton Primary Academy has the following facilities ensuring access to those with disabilities: fully accessible entrances, wider corridors (wide enough for wheelchairs), a stair-lift, a hygiene suite complete with track hoist, disabled toilets in KS2 and in EYFS.
- The school car park has a 2 marked, accessible parking spaces.
- The playground is fully accessible.
- Our outdoor field space is accessible via a ramp from the playground. This enables all pupils to be able to access outdoor learning safely.
- We also have a number of dedicated spaces designed for pupils with SEND and who require 'calm' space at particular times.
- Access arrangements for SATS and formal examinations are provided.
- We engage with healthcare teams, such as Physiotherapy and Occupational Therapy, to provide an inclusive environment whereby all pupils needs can be met and they can enjoy and achieve.

12. Complaints about SEND Provision

- If parents wish to make a complaint about the educational provision for an SEND pupil, they are initially invited to discuss their concerns with the SENCO. Together, will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally, to the Principal.
- Formal complaints about SEND provision in our school should be made to the Principal in the first instance. They will be handled in line with the school's complaints policy. A copy of the academy's arrangements for the consideration of complaints is available on request.
- If the parent or carer is not satisfied with the school's response, they can escalate the complaint and may wish to formally complain to the Governing Body or the LEA, in some circumstances.
- To find out about disagreement resolution and mediation services in our local area, you can access information via Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) in Leeds. SENDIASS are able to guide in all complaints, disagreement resolutions and medications, linked to complaints about specific schools, Local Authority Services and Education Health and Care Plan cases.
- A copy of the Leodis Academies Trust Complaints Policy is accessible on the school website.

13. Monitoring and Evaluation Arrangements

13.1 Evaluating the Effectiveness of the Policy

- As part of our evaluation of academy effectiveness, the SENCO, in conjunction with the Senior Leadership and Management Team, and alongside the SEND Representative from the Governing Body, will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND.

Success factors will include:

- Early identification of pupils with SEND.
- Pupil voice and views.
- The academy and parents work in partnership.

- Implementation of interventions and provisions, which are regularly reviewed and evaluated via individual progress and data collection.
 - The academy's work in close collaboration with other agencies.
 - Identified objectives in individual learning plans and in EHCPs are regularly reviewed.
 - Efficient and effective use of resources.
 - Pupils with SEND are making at least good progress in comparison to their peers.
- Criteria that will be used in evaluating effectiveness include:
 - Reports by inspectors or others offering external moderation.
 - Review of SDP.
 - Termly feedback from parents as part of progress meetings.
 - Individual pupil attainment of targets.
 - In-academy tests/assessments.
 - Achievement in standardised assessments (SATS) for all pupils and identified SEND pupils in particular.
 - Progress of pupils with SEND.
 - Provision for SEND pupils leaving the academy.
 - Number of SEND pupils receiving fixed and permanent exclusions or being educated of site.
 - As part of the academy development process, the SENCO, along with the Principal and Senior Leadership Team will identify priority targets annually for inclusion in the SDP.

13.2 Monitoring the Policy

- This policy will be reviewed by Emma Hewitt (SENCo) annually.
- It will be updated when any new legislation, requirements or changes in procedure occur during the year.
- It will be approved by the Governing Board.

14. Links with Other Policy and Documents

- The academy's policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children. This policy links to the following:
 - The Leeds Local Offer
 - Westerton Primary Academy's SEN Information Report
 - Positive Behaviour and Discipline
 - Child Protection (Safeguarding)
 - Health and Safety
 - Accessibility
 - Admissions
 - Anti-bullying
 - Equalities Objectives
- A copy of the above policies, alongside Leodis Trust policies are accessible via the school website.

