



SEN Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the No Platform, Visiting Speaker Policy.

Owner – Jessica Chamberlain (SENCO)

Date for review September 2025

WEST HEATH PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

AUDIENCE

This policy is for pupils, parents, staff and the governors of West Heath Primary School.

EQUAL OPPORTUNITIES

We will continuously strive to ensure that everyone on our site is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their potential, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Pupils have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them; this provision is 'additional to' or 'different from' that which is available to all children. Children finding access to the curriculum difficult, solely because of a difference of language between home and the school, are not considered as having learning difficulties. Pupils with a disability have special educational needs if they have difficulty in accessing education and if this requires any special provision or arrangements to be made for them. The school has an Accessibility Plan which outlines adjustments the school will make to cater for disabled pupils and adults.

The SENCO (Special Educational Needs Co-ordinator) is line-managed by the Head-teacher. The SENCO at West Heath Primary School is Jessica Chamberlain.

AIMS

This policy is in place:

- to identify pupils with Special Educational Needs and Disabilities and ensure that their needs are met.
- to ensure that parents are informed of their child's special educational needs, provision being made and to ensure that there is good communication between parents and school.
- to ensure that learners express their views and are fully involved in decisions which affect their education.
- to involve outside agencies when appropriate and work in effective partnership with them.

ADMISSIONS

The Governing Body does not discriminate against pupils with SEND. Parents or carers seeking admissions of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school does not have a specialist unit of any kind. Upon deciding to admit a child with SEND the needs of the cohort will be assessed. The school will make sure that the needs of the enquiring SEND child will be met with no detriment to the cohort.

PROCEDURE

How we identify pupils with Special Educational Needs and determine what their needs are:

The school is committed to early identification of Special Educational Needs and liaises with pre-school groups and nurseries prior to transition to Reception. We welcome information from parents which may alert us to such needs.

Formal assessments in Literacy and Numeracy (see Assessment Policy) provide information on attainment levels. The school's monitoring system will alert teachers to difficulties a child may be experiencing. Senior staff regularly monitor the results of these assessments.

Class-teachers, through continuous observation and assessments, may become aware that a child has learning difficulties. At this point the child's parents should be invited into school to meet with the class teacher. During this meeting the difficulties the child is experiencing should be discussed and a course of action agreed. This is the first stage of the graduated approach. At this stage, the class teacher must complete a SEN referral form, highlighting the child's main areas of need and detailing the agreed actions that have been put into place as a result of the initial meeting with parents. Class teachers must put appropriate provision, based on quality first teaching, into place and monitor its impact.

To support teachers in identifying how much progress children are making throughout each term, school makes use of Birmingham's Literacy and Numeracy toolkits for learning. These allow teachers to make detailed assessments of children and to identify exactly what the child's next steps are. The 'areas' assessed using these toolkits are: Speaking and Listening, Reading, Writing and Maths. This information is used as part of the information gathering process and aids the identification of Special Educational Needs. Use of these toolkits allows school to ensure it is following the graduated approach as detailed in the SEND Code of practice.

If, following initial interventions, the child makes little or no progress, the parents will be referred to the SENCO, who will explain that more focused intervention is needed. At this point, in line with the graduated approach detailed in the SEND code of practice, it will be made clear to parents that their child has been added to the Special Educational Needs Database. This will be done in person by the SENCO, but a letter will also be sent. The SENCO will then take responsibility, along with the class teacher, for gathering information and co-ordinating any provision required. A plan will be put into place and parents will be informed. The class teacher has responsibility for ensuring the provision for the child enables them to make progress.

The Special Educational Needs Database

A database, which is continually up-dated, is kept for any children with a Special Educational Need or Disability. The SENCO is responsible for ensuring this database is kept up to date.

Provision

Planned provision is detailed on the school's Year Group Provision plans, which outline interventions that are to be delivered; these are time-limited and planned to meet the needs of the individual. The Provision plans also detail who will deliver the interventions. This may be the child's teacher or another teacher, the classroom assistant, the SENCO or the pastoral team.

All children on the SEN register have a one page profile in place. This profile provides all those, who work with the child, to have knowledge of the child's needs and most importantly an understanding of how the child would like to be supported. These one page profiles are updated once a term at review meetings involving the class teacher, parents and child.

When appropriate, children may be referred to outside agencies for additional support. These outside agencies include Pupil School Support, Educational Psychology Service, Communication and Autism Team, Sensory Support and Physical Disability Support Services. School will take on board advice from these outside agencies and will ensure that any provision that is suggested for the child is put into practice and detailed on the year group provision plans. Parents will also be kept informed of any provision that is put in place for their child and all reports from outside agencies are copied and sent direct to parents for their own personal records.

All children on the SEN database have full access to the National Curriculum through the use of classroom differentiation. Extra provision is put into place to ensure that no child is excluded from acts of collective worship, school trips or after school clubs because of their Special Educational Need.

Monitoring of Progress

The progress of all children is monitored on a regular basis by the class teacher through informal classroom observations and formal assessments. The SENCO also monitors the progress of all children on the SEND database.

Reviews

A review for children on the SEND database is held every term to which parents are invited and the child is encouraged to take part. Progress is discussed, the views of the child and their parent/s elicited and the child's one page profile is updated. These meetings are designed to give all parties a voice and as such will include parents, pupils, class teacher and other adults involved if the SENCO deems it necessary. In addition to these review meetings, parents can book a meeting with the SENCO, to discuss concerns or pass on information from health appointments, by contacting the school office.

Outside Agencies

When, following intervention in school, a child is still experiencing significant difficulties and is not making adequate progress they are usually referred to outside agencies which may be Educational Support Services or Health Services.

On a regular basis, the school enlists the help of the following:

- An Educational Psychologist;
- The allocated advisory teacher from the Pupil and School Support Service;
- The allocated advisory teacher from the Communication and Autism Team;
- The allocated advisory teacher from the Physical Disability Support Service;
- The hearing impairment team and the visual impairment team;
- Speech and Language Therapists.

In all cases, when a referral is made to outside agencies, the permission of parents is obtained first. It is usually the SENCO who makes referrals.

Further action when a child fails to make significant progress:

When a child makes little or no progress over a significant period of time it may become apparent that the school needs to apply to the Local Authority for an Education Health Care assessment to take place. This will involve all professionals involved with the child sitting down at a meeting with the child's parents to complete paperwork that must be submitted to the Local Authority. This meeting is called a 'team around the child meeting' and is the first step in applying for an Education Health Care Plan.

Transition Reviews

Children with an Education Health Care plan will have a Transition Review in the summer term of Year 5. The meeting should be helpful in guiding parents to visit appropriate secondary schools. Information on specialist schools and schools with Resource Bases will be given.

Transition to Secondary School

For all pupils with Special Educational Needs, the SENCO will liaise with the SENCO of the receiving secondary school. All necessary information will be shared, with parental permission, and the receiving secondary school SENCO will be invited to come into school and meet the child.

Inset

The school annually looks at the training needs of all staff in line with the schools development plan. The SENCO is responsible for prioritising the training needs of staff and the school ensures records are kept of training received.

THE ROLE OF THE GOVERNING BODY

A report relating to the standards of pupils with SEND and implementation of this policy is given to the governing body termly. The governing body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. It will receive updates on the amounts of children on the SEND database at each full governing body meeting.

COMPLAINTS

The school's complaints procedures are set out in the school's complaints policy, but the first port of call should always be the child's class teacher.

MONITORING OF THIS POLICY

The Head-teacher and Governors of West Heath have overall responsibility for ensuring that this policy is implemented and the necessary provision is made for any pupil who has special educational needs. There is an identified person on the governing body with a lead responsibility for SEN. It is also the legal duty of the governing body to report annually on the implementation of this policy to parents.

This policy will be reviewed annually.

Next review date is September 2025