

Westfield Primary School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils' diverse learning needs.

AIMS

- Promote individual confidence and positive attitude.
- Compliance with the Special educational needs and disability code of practice: 0 to 25 years (DfES 2015) ("Code of Practice")
- All children have opportunities to meet personal standards of excellence.
- Every child has access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- All children are given equality of opportunity to participate fully in school activities.
- Early identification of special educational needs.
- Removal of barriers to learning and achievement.
- Effective assessment and monitoring of needs.
- A relevant graduated response to pupils' needs.
- Appropriate provision for children with SEND (Special Educational Needs and Disability).
- Close and effective partnership between parents, school and outside agencies.
- Children's views are valued and listened to.
- Delivery of relevant In-Service Training.

ALLOCATION OF RESOURCES TO PUPILS WITH SEND.

The school is fortunate enough to possess a variety of support materials to support learning, communication, emotional and physical needs. Staff members are trained on the delivery of interventions, equipment and resources in order to support children.

SPECIAL FACILITIES WITHIN THE SCHOOL

2 accessible toilets are available on the ground floor. Fixed and portable ramps are available for wheelchair access. We also have an Evac Chair for emergency use. Equipment and stairs are clearly marked, to aid those with visual impairments.

ROLES AND RESPONSIBILITIES

The school's Local Advisory Committee ("LAC") and the Headteacher are responsible for determining the general policy and the approach to provision so the needs of the children with special needs are met. The LAC appoint a Governor with responsibility for SEND.

The Headteacher is responsible for the day-to-day management of special needs throughout the school.

The Inclusion Leader, with support from the SENCO, is responsible for:

- The day-to day operation of the Special Educational Needs & Disability Policy.
- Liaising with and advising fellow teachers.
- Co-ordinating the provision for children with SEND.
- Overseeing the writing, distribution and review of Provision Maps and EHCPs.
- Overseeing the records for all pupils with SEND.
- Tracking children with SEND.
- Liaising with parents of children with SEND (along with Class Teacher/LSAs)
- Contributing to in-service training of staff.
- Liaising with outside agencies.

Our staff shares the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils.

The Learning Support Assistants (LSAs) work alongside the staff supporting children's individual needs.

ADMISSIONS

We welcome SEND children into our school provided that we can make appropriate provision for their needs.

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Admissions Policy taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet that child's needs.

IDENTIFICATION

Children with SEND may be identified as a result of staff observations, records and assessments, parent information and/or through referrals from outside

agencies. The class teacher, SENCO and Inclusion Leader will decide a course of action in consultation and agreement with the parents.

PROVISION MAPS

It may be appropriate to place the child on the school's SEND register and enable the child to make progress through a Provision Map. The Provision Map focuses upon SMART (Specific, Measurable, Achievable, Realistic and Time-related) individual targets that match the child's needs and have been shared with the child and the parents.

It records interventions which are additional to, or different from, the differentiated curriculum and aimed to support the child to meet the targets.

On rare occasion, it may be necessary to apply to Surrey County Council Education Authority to request further funding to support a child in school. If successful, the child will receive an Education, Health, Care Plan (EHCP) which provides a detailed, more extensive provision of support. A child with an EHCP will also have a Provision Map.

PROCEDURES FOR REVIEWING PROVISION

Provision Map targets and interventions will be reviewed 3 times a year through the process of a Plan, Do, Review, cycle (planning the next steps, carrying them out and then reviewing them to decide the next steps, beginning the cycle again). The parents' views on their child's progress are sought. Wherever possible, the child will also take part in the review process.

For those children who have an EHCP, an annual review takes place to which all involved professionals and parents are invited. During this meeting, the targets and strategies are reviewed and next steps agreed.

Successfully achieved targets over a sustained period will mean a Provision Map will no longer be necessary. The child will continue to be monitored by the class teacher in order to ensure of the child's progression within the differentiated curriculum.

At each stage the Inclusion Leader, together with the relevant teachers, ensures concise objectives with targets are set for children who are on the SEND Register.

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These objectives form part of a Provision Map, that will be monitored and reviewed by the class, teacher, LSAs and Inclusion Leader. Clear records are kept of the outcomes with details of further action to be taken. A copy of the updated Provision Map is sent home and the child's parents will be invited to a meeting to discuss the Provision Map's targets and strategies. However, a child who does not meet their targets will need their Provision Map to be appropriately amended.

Regular and rigorous review ensures children's needs are being most effectively provided for and that they are identified at the appropriate stage within the Code of Practice. Continuous monitoring and systematic review enables children to move flexibly across the stages.

LINKS WITH OUTSIDE SUPPORT SERVICES

When necessary, external agencies are contacted or discussed at Locality Team meetings. These include the following:

- Learning and Language Service
- Speech and Language Therapy
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS) / Mindworks
- Behaviour Support
- Occupational Therapy
- Physical and Sensory Support Service
- Educational Welfare Officer
- School Nurse

Visits are arranged as the need arises and this can vary from a one-off visit to a series of visits. Parents are kept fully informed when outside agencies/specialists are involved with their child/children through contact with the class teacher, Inclusion Leader, outside specialists and Headteacher.

INFORMATION ON HOW PARENTS ARE CONSULTED

At Westfield Primary School the involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the class teacher, SENCO or Inclusion Leader and asked for their views. Thereafter, parents are consulted at all stages and involved in decision making.

Inclusion Leader: Julia Findlay

Senco: Rachel Sadler

SEND Governor : Joanna Cunningham

**Parents' Guide To
SEND (Special Educational Needs
and Disability) Policy**

(If you would like a copy of the full policy, please contact the school)

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