

WESTFIELD COMMUNITY SCHOOL



Special Educational Needs and Disability Policy

January 2026

Special Educational Needs and Disabilities Policy

(SEND Policy)

This SEND policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, CLA, medical and curriculum policies.

This policy has been devised in collaboration with SENDCos, Special Educational Need Co-ordinators and Inclusion Managers across the WOWs network of schools – 18 schools in the Winstanley, Orrell, Worsley Mesnes, Norley Hall and Marsh Green areas. Professionals within all schools have been involved in consultation including teachers, governors and support staff as well as parents and pupils.

The inclusion manager at Westfield Community School is Mrs Penman BA HONS QTS, SENCo national award. There are also two inclusion coordinators Mrs Hannon BA HONS in Primary Education with QTS and Mrs Turner BA HONS Primary Education with QTS, SENCo national award. At Westfield, we believe that every teacher is a teacher of children with special educational needs.

Definition of SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

Aim

To ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To raise aspirations and ensure high expectations for all pupils.
- To ensure that every child experiences success in their learning and reaches their full potential.
- To enable all children to participate in lessons fully and effectively to their own ability.
- To involve children in decision making and in the development of their learning
- To value and encourage the contribution of all children and families to the life of the school
- To support parents in their journey of education with their child
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health Issues
- Sensory and / or Physical Needs

Detailed descriptions can be found at

<https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/HEFA-Contents.aspx> in Chapter 6.

- All staff are involved in the identification process which considers the needs of the whole child.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at Westfield Community School and how it will be managed.
- Individual children's needs are regularly discussed and monitored throughout their time at Westfield Community School.
- Children are assessed regularly through termly assessments and throughout their lessons.
- Parents are welcomed and invited to discuss any concerns about their child's progress.
- At Westfield Community School we work closely with external specialist agencies e.g. occupational therapists, educational psychologists and health visitors using their assessments and recommendations to form an important part of our identification process and for individual learning profiles.

A graduated approach to SEND support.

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner, whatever their prior attainment and every teacher has:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- an appropriate use of questioning, modelling and explaining.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

At Westfield Community School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through lesson observations, book scrutinies, work scrutinies, class profile meetings and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Identifying pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life.

Where a pupil is identified as having SEND, Westfield Community School takes action to remove barriers to learning and put effective special educational provision in place.

This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the inclusion coordinator, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil; their previous progress and attainment; the views and experience of parents; the pupil's own views and if relevant, advice from external support services. Westfield Community School takes seriously any concerns raised by a parent. Assessments are looked at and, in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff a member of the inclusion team will contact them with parental consent.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be notified by the class teacher. The teacher and the inclusion coordinator should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where necessary, the inclusion coordinators will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil, this will be shown on children's individual plans. Where a pupil has an education, health and care plan, the local authority, with the school, must review that plan as a minimum every twelve months. The inclusion coordinators will liaise closely with families in this instance.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the senior leadership and inclusion teams
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation document
- Local authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

Managing SEND Support

At Westfield Community School SEND children are assessed continuously. This is done through a variety of assessments including small steps early years trackers, engagement scales, age related curriculum assessments, Bsquared connecting steps, WELLCOM, GL assessments (reading, English, maths and science standardised scores as well as pupil attitude surveys) and CAT scores. These assessments then inform planning and targets for SEND children in the form of individual learning plans. This plan is then reviewed ongoing, formal meetings are set up with the inclusion team annually or more often when appropriate and provision is recorded by annotations and reviews made on these profiles. Within school, we have an additional needs list which includes our SEND learners.

It is the duty of the class teacher to keep SEND records up to date. The inclusion manager has a strategic lead over SEND within school. If a child has an EHCP, the inclusion coordinators will organise and chair annual reviews for that child. The inclusion plan is reviewed yearly, and class profile meetings help as part of this process. The inclusion manager has regular meetings with all SLT.

Provision for children with additional needs is informed by:

- pupil progress meetings
- individual learning profiles
- other professional's advice and severity of need
- SEND notional budget
- additional needs list

The inclusion team informs governors through a termly governors' report and will update and speak at governors' meetings on any changes within SEND. The named governors will form part of the Westfield Community School Governing Body these are Mrs Jean Peet and Alison Smith.

A census is completed three times a year. Data analysis is completed once a year and the SEF updated based upon this.

Parents/ carers, families and children are involved in this process from admission into school through the school's SEND information report.

They are involved throughout the child's school life:

- attending parents evening
- attending formal and informal meetings with the team/ class teacher/ pastoral staff
- through an open-door policy this will also include phone calls/ communication apps i.e. ARBOR, Evisense
- attending annual reviews
- completing parent questionnaires, parent view, child friendly plans
- completing pupil questionnaires
- part of early help processes
- SEND information report meetings annually
- Accessibility consultation once every four years

If a SEND support child isn't making the expected progress through the 'additional to and different from' that they receive, school will seek advice from other outside agencies.

Westfield Community School uses the services of:

- Educational Psychology
- Targeted Educational Support Services (TESS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory support services
- CAMHs (school link and core CAMHs)
- Embrace

- Early Help Team
- Counsellor services
- Charitable services
- Sensory support services
- Social Care TDS
- Outreach services

If a child has followed the graduated approach, staff have been following advice from outside agencies and the child is still not making the expected progress, we would refer the child for an education, health and care plan (EHC plan). This process will involve the child, parents, family, staff from school and outside agencies who are involved.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them where possible and appropriate. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support; this includes any children with physical / medical needs.

At Westfield Community School, we have a pastoral team made up of a pastoral manager and pastoral support members of staff, this ensures that SEND children have the support and nurture from this team to build their self esteem, confidence, perseverance, resilience, social aspects etc. A pastoral matrix of the children is updated continually, and a progress review meeting is held by the inclusion manager and pastoral manager on a termly basis to review pupils and their progress.

If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by class teacher, and children will be removed from those plans. However, these children will still be monitored to ensure they continue to make the expected progress.

Pupils and Families

Parents and carers of children with SEND are kept fully informed of the provision that is being made for their children. They are invited to review progress towards the targets during parents' evenings. Children are also informed of their targets and their strengths and difficulties are discussed with them. If a child is unable to express what they find difficult or is unable to discuss the things that they like, other methods of communication are used such as pictures, photographs, learning walks and drawings. The pupil voice is very important to us.

Class teachers and the inclusion team encourage regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Information about the Wigan Embrace services (parent support service) is displayed on the school website. The inclusion manager will ensure that families are aware of this information and that of any other agencies that may support the families also through the website.

The local authority has created a local offer. This highlights to parents and carers how the authority will support pupils and families. Each school was then asked to create their own 'offer' to children and families. This school information report and the local offer from the authority can be found by following the links below.

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan in time for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children can spend time with their new teacher and teaching assistants as well as discovering what their new classroom environment has to offer.

Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed, and support can be put into place where necessary and in some cases a transition booklet is produced for the child to take home during the summer holidays as well as a postcard ready to welcome them back into school.

Teachers are also required to fill in a child centred passport to ensure all information and long-term objectives are shared with new teacher.

If a child is required to leave the setting for whatever reason or when they leave primary education at Year 6, all information is passed onto the next setting via the inclusion team and the pastoral team and is only retained by school for a short period of time before GDPR STATEMENT, ETN HERE!!!!!!!

For admission arrangements, support can be received from the local authority.

Supporting Pupils at School with Medical Conditions

Please see The Equality Policy and Accessibility Plan.

Please see Administration of Medicines and Emergency Medical Procedures policy for Medical Conditions.

Please see Asthma Policy and Intimate Care Policy.

We also write individual Health Care Plans to support children with specific needs.

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education where possible. 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 may also have special educational needs (SEN) and may have an 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.
- The staff at Westfield Community School work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.
- If your child has a medical condition, please speak to Mrs Pennington or Mrs Penman who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.
- The school is a new build and therefore disability was taken into consideration when designing the school i.e. lower switches, wider doors, lift to upstairs. Risk assessments and further support plans are completed in line with sensory support team guidance for those children who are visually/ hearing impaired to ensure that their environments are made accessible.

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- ongoing teacher and TA observations in daily classroom practice
- differentiated planning and resources
- ongoing evidence of work showing progress towards learning and behaviour objectives
- individual learning profiles
- inclusion team meetings held regularly
- pastoral meetings
- monitoring of behaviour incidents
- pastoral matrix and traffic light system
- informal discussion with the child about their progress – how/who/how often??
- pupil progress chats with senior members of staff
- discussion with parent/carer about their child's progress

- discussion with relevant outside agencies about progress/needs
- termly SEND update for governor report
- Analysis of SEND data and reporting to staff and governors

For monitoring and evaluation purposes we have adopted a graduated approach to continually:

- Assess
- Plan
- Do
- Review

The above approach promotes an active process of continual monitoring and evaluation, to improve provision and progress for all children.

Training and Resources

SEND is funded through the school's notional SEN budget and enables school to:

- Maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils in terms of staff expertise, resources and environmental changes
- Staff training needs are identified through the needs of the children and a yearly audit that is completed to ensure a good coverage across the three phases in terms of training and expertise
- Ensure all teachers and support staff undertake induction on taking up a post and this includes a meeting with the inclusion manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children
- Employ an inclusion team who regularly attend the local authority's cluster meetings to keep up to date with local and national initiatives in SEND; they also regularly attend WOWs SEND meetings as well as to ensure needs are identified, met and reviewed across the whole school

Roles and Responsibilities

The SEND Governors

Mrs J Peet and Mrs A Smith are the current Governors with responsibility for SEND at Westfield Community School. They have regular contact with the inclusion team and the headteacher of the school to keep up to date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The governors ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for SEND
- The headteacher and inclusion team produce a termly report regarding SEND for the full governing body

The role of the Headteacher within SEND

It is the responsibility of the headteacher to work with the inclusion manager, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND
- working closely with the inclusion manager
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The role of the Inclusion Manager

The current inclusion manager of Westfield Community School is Mrs R M Penman. It is the responsibility of the inclusion manager to oversee the day-to-day operation of the schools SEND policy. The inclusion manager works with the head and governors to ensure the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The inclusion manager is responsible for:

- overseeing the day-to-day operation of the school's SEND policy- ensuring needs are met and all SEND pupils make progress
- co-ordinating the provision for pupils with special educational needs and disability – this includes costing provision and overseeing the schools SEND budget
- line managing both inclusion coordinators
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising school staff by carrying out assessments and observations of pupils
- supporting class teachers in devising strategies and positive behaviour plans, health care plans, risk assessments etc
- liaising with parents of pupils with SEND alongside class teachers and inclusion coordinators, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents including annual parents' evening marketplace
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, standardised assessments, SATs
- contributing to the in-service training of all staff
- liaising with inclusion staff in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- overseeing the resourced provision and responding to consultations sent by the local authority
- ensure annual reviews are held
- oversee monitoring cycle of SEND within school
- update school's SEND paperwork and website i.e. send information report, inclusion policy
- Oversee provision within POD interventions (part time interventions of those pupils with more significant needs) and identify the learners to be within PODs annually

The role of the Inclusion Coordinators

The current inclusion coordinators of Westfield Community School are Mrs Hannon and Mrs Turner. The inclusion coordinators maintain the additional needs list which include special education needs learners and coordinates class profiles for these children.

The inclusion coordinators are responsible for:

- carrying out assessments and observations of pupils with specific learning needs
- supporting class teachers in devising strategies, drawing up individual learning profiles
- advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- leading on professional meetings such as early helps, annual reviews and transition etc.
- maintaining the school's additional needs list and records
- making referrals to other outside agencies when appropriate
- completing scrutinies - following the inclusion yearly plan
- monitor progress of SEND support pupils to ensure necessary referrals are made
- follow the graduated approach and update the inclusion manager if pupils are not making progress
- liaise with parents alongside class teachers when necessary
- deliver necessary training and CPD
- ensure Greater Manchester Ordinarily and Inclusive provision is evident throughout the school
- keep systems and paperwork up to date on a regular basis
- helping staff to identify pupils with special educational needs

The role of the Class Teacher

Teachers are accountable for the progress and development of all the pupils in their class. Teachers adapt the curriculum to meet the needs of the children with SEND. They measure and monitor the ongoing progress for pupils with SEND- focusing on outcomes with high expectations for all. They will liaise with the inclusion team to ensure provision for children with SEND.

The responsibility of the class teacher is:

- to provide high quality teaching for all children
- to assess pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the inclusion team, parents and pupil)
- to regularly review the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child daily
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND

The role of Teaching Assistants

The teacher and teaching assistant (TA) represent a team, working collaboratively to support children on an individual, group or whole class basis. A teaching assistant works under the direction of a teacher, the teacher having ultimate responsibility for the children's learning. Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- identify any further professional learning they require to feedback to relevant members of staff

Children's responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning. All children should be involved in making decisions about their education, where possible and appropriate and the school should listen to the views of the child.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parents/ Carers responsibilities

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential. Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners.

Parents/carers must:

- recognise and fulfil their responsibilities and play an active and valued role in their child's education
- be informed by the school of their child's placement within the SEND framework
- make their views known about their child's education
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision
- alert the school to any concerns they have about their child's learning or provision
- fulfil their obligations under home/school agreements, which set out expectations of both sides
- provide staff with up-to-date information regarding their child's needs or medical condition
- attend any meetings that have been arranged to discuss their child or SEND within school
- feedback what is working and what could be better to ensure the school fulfils their statutory duty

Designated members of staff

At Westfield Community School we have members of staff who are responsible for key areas within school.

- Safeguarding- Mrs Ford, Mrs Pennington, Mrs Baker
- Looked after children - Mrs Penman
- Pupil Premium - Senior Leadership Team and School Business Management Team
- Medical needs - Mrs Pennington and Mrs Penman

This policy will be reviewed annually.