

## Westgarth Primary School

### Policy of Special Educational Needs – 2017 Update

The Policy of Special Educational Needs was rewritten in 2003 in order to take into account the new Code of Practice. It was reviewed and revised in 2005 (following the supplement to the Code of Practice), 2007, 2008 (following the introduction of Every Child Matters), 2011 and 2013. It was completely rewritten in February 2015 following the introduction of the new Code of Practice in 2014 and reviewed:

- February 2017
- September 2017
- March 2020

The SenCo (SEN Co-Ordinator) at Westgarth Primary School is Mrs Nicky Deluce.

Mrs Deluce holds the following qualifications: B.Sc Hons (Managerial Sciences), PGCE (Primary), PGCE (Special Needs), PGCE (Specific Literacy Difficulties) and is currently a Specialist Leader of Education (SLE) in SEN and a SenCo Mentor for Redcar and Cleveland. Within Westgarth Primary School, Mrs. Deluce is currently a Y4 teacher, the Safeguarding Lead for School, the Designated Teacher for Looked After Children, Mental Health Champion and member of the Senior Leadership Team. Mrs Deluce can be contacted on the usual school number of (01642) 485560.

#### **1.0 Introduction**

1.1 At Westgarth Primary School we value each and every child as an individual. We believe that they have a right to a broad and balanced curriculum which will help them develop their personal, physical, social and intellectual potential regardless of any diagnosis they may or may not have. We strive to provide all of our children with an education which is individually tailored to their specific needs; this is particularly relevant to children who require educational provision which is additional to or different from the provision generally made for them.

1.2 Every teacher at Westgarth is a teacher of every child in our school, including those with a SEN.

1.3 This policy was developed by the SenCo following guidance in the Special Educational Needs and Disability Code of Practice: 0 to 25 (2014) and sets out the additional principles that apply mainly to children who have a Special Educational Need.

1.4 A copy of this policy is available on the school's website.

## **2.0 Contextual Information**

Westgarth is a larger than the average-sized primary school in Marske-by-the-Sea, where the pupils' attainment and progress in school exceeds the government's current floor standard. The proportion of pupils supported through SEN support is below average. (Ofsted March 2014)

## **3.0 A Definition of 'Special Educational Need'**

3.1 A child is classed as having a Special Educational Need (SEN) if they have a difficulty which requires educational provision additional to, or different from, the provision generally available in school; or a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

3.2 This difficulty could be concerned with their learning, physical, behavioural, sensory, speech or medical needs; or a mixture of more than one. According to the Code of Practice the difficulty must be 'significantly greater' than the majority of children of their age.

3.3 The following areas, whilst possibly having an effect on the progress and attainment of the child, are not considered a Special Educational Need unless they also have a significant difficulty in one of the areas listed in 3.2 above.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of the pupil premium.
- Being a looked-after child.
- Being a child of serviceman/woman.
- Bullying and bereavement.

## **4.0 The Aims of Westgarth Primary School**

4.1 Our aims with regard to children with a Special Educational Need are:

- Meet the needs of each and every child in our school, regardless of their level of need.

- Raise the aspirations of and expectations for all pupils, including those with Special Educational Needs.
- Maximise inclusion opportunities for children with a Special Educational Need across the entirety of the school community.
- For the staff and governors of the school fulfil their roles accurately and competently with regard to the provision of education for children with a Special Educational Need.
- To work within the guidance provided within the SEND Code of Practice 2014.
- Continue to develop staff awareness and expertise in the area of Special Educational Needs.
- Ensure that children with a Special Educational Need have the correct educational provision made for them.
- Provide equal access to the Foundation Stage Curriculum or National Curriculum for every child in the school.
- Identify children with a suspected Special Educational Need early so that intervention can be swift and immediate.
- Assess children's needs quickly and effectively.
- Provide support for every child who needs it, drawing on partnerships made outside school as required.
- Involve parents in every step of their child's education, forming an effective partnership for developing the full potential of the child.
- Develop effective partnerships with other professionals, schools, charities and welfare organisations in order to maximise support for children both at home and in school.
- Maintain effective monitoring and assessment of children with a Special Educational Need.

4.2 In line with the Code of Practice, we recognise that the needs and requirements of our children may fall into at least one of the following four areas and many children will have inter-related needs which will impact on the child's ability to function, learn and succeed. The areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties\*
- sensory and/or physical

Although this is the case, we also identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs.

\* Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be approached as an underlying response to a further need which should be clearly identified.

4.3 These aims are underpinned by the principles embodied in 'Every Child Matters' (ECM), an initiative launched in 2003. Although ECM is no longer maintained, the principles are sound and provide a solid basis for meeting the needs of every child in school. Every pupil with a Special Educational Need in this inclusive school has an entitlement to fulfil their potential. This is achieved by ensuring the wellbeing of all students in relation to:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving social/economic wellbeing

## **5.0 Admission Arrangements**

5.1 Pupils with Special Educational Needs who do not have an Education, Health and Care Plan are admitted in line with Redcar & Cleveland LEA's admission policy as agreed by the school governors, and delegated by the Galileo Board of Trustees.

5.2 Children who do have an Education, Health and Care Plan will be placed in a school considered suitable for their needs by Redcar and Cleveland LEA when finalising/reviewing the EHCP. Any school named as such in an EHCP then has a duty to accept that child.

## **6.0 Inclusion Policy**

6.1 Westgarth Primary School follows the recommendations set out in the 1999 Government Task Force Report 'From Exclusion to Inclusion', the 2001 'SEN and Disability Act.' and the 2010 Equalities Act.

6.2 We also ensure that ECM outcomes are a fundamental part of every aspect of school life

6.3 We welcome all children into our school, and provide equality of opportunity to all. Every child is offered a broad and balanced curriculum and staff have high expectations and set challenging targets for all children.

6.3 These opportunities are available to all children regardless of their:

- Gender
- Special Educational Needs
- Level of disability
- First language
- Medical needs

- Race or religion
- Home circumstances (Looked After children, asylum seekers, travellers etc.)

## **7.0 Identification & Assessment**

As set out in the Code of Practice (2014), Westgarth Primary School follows a graduated approach to SEN support which will be outlined in the following sections.

7.1 The class teacher is the person who is initially responsible for identifying a child in their group who is failing to progress. It is their initial responsibility to respond to that identification and ensure that correct educational provision for the child is in place. Identification of need is done for every child in the group following a cycle of Assess – Plan – Do – Review. The class teacher can assess the progress of the children in their group by using a mixture of the following:

- performance monitored by the teacher as part of ongoing observation and assessment
- outcomes from baseline assessment results
- progress against the objectives specified in the National and Foundation Stage Curriculums
- standardised screening or assessment tools
- information which parents provide about their child or comes from the child themselves.

7.2 The cycle of Assess – Plan – Do – Review is facilitated with the use of High Needs Plans (HNPs) for those children for whom additional planning is required in school.

7.3 If a class teacher is concerned about the progress of a child, then those initial concerns should be recorded on CPOMs (Westgarth’s electronic monitoring and record keeping solution). All content on CPOMs is constantly monitored by the SenCo.

7.4 Thrice yearly, the class teacher is responsible for maintaining the Vulnerable Children list for their class. This list is held on CPOMs and contains a list of all children (with a reason why) who are currently considered vulnerable in any manner at all. Children can move on and off the VCL fluidly and at the discretion of the class teacher.

7.5 For any child on the VCL, special consideration will need to be given to:

- Communication with the child and the parents in trying to ascertain any reasons for the lack of progression and the best course of responsive action to take.
- The expectations and targets which are set.
- The activities and strategies which are planned in order to help the child progress.
- The resources made available to that child.
- The assessments made of the child’s progress.
- The level of support received by the child from the class teacher.

- The level of support received by the child from others i.e. Teaching Assistants, voluntary helpers, peers etc.
- The physical placing of the child within the classroom.
- Any required modification that may need to be made within the National Curriculum.

7.6 Any extra provision provided for the child, either by school staff or partner agencies, should also be recorded on a Year Group Provision Map. These Provision Maps are held electronically on the school's secure Shared Area.

7.7 If, despite quality-first teaching, concerns remain over the child's current rates of progress, the SenCo will be consulted directly, and a decision will be made between the class teacher, SenCo and parent as to the type and level of intervention required.

## **8.0 SEN Support**

8.1 If, despite receiving support as outlined above, parents and school remain concerned about the rate of progress, then, in line with the Code of Practice, the child will receive more targeted intervention at the level of 'SEN Support'.

8.2 'Adequate' progress for a child can be defined in many ways, examples of which are:

- closing the gap between the child and their peers,
- preventing the gap in attainment growing wider,
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers,
- demonstrating an improvement in personal or social skills,
- demonstrating an improvement in a child's behaviour.

8.3 A child could also be supported at SEN Support if the child has any of the following needs:

- Significant difficulties in developing numeracy or literacy skills.
- Persistent emotional difficulty which has not responded to management strategies put in place by the class teacher.
- Physical, sensory or speech and language difficulties which impede the child's progress, despite being provided with specialist equipment or a differentiated curriculum.

8.4 Whatever the reasons for concern, further assessment of the child's needs will be made and a High Needs Plan (HNP) will be drawn up through conversations between the parents, class teacher, SenCo and child.

8.5 The HNP should consist of:

- The timescale in which the HNP applies.

- The Redcar and Cleveland SEND Range which applies to the child. (This document allows children's needs to be 'moderated' to ensure that the correct level of support is provided. The full document can be accessed here: [https://search3.openobjects.com/mediamanager/redcar/fsd/files/final\\_send\\_ranges\\_2016\\_2.doc](https://search3.openobjects.com/mediamanager/redcar/fsd/files/final_send_ranges_2016_2.doc) )
- A brief summary of the child's current level of achievement, including the result of recent assessments. P-levels should be used whenever necessary in order to trace the smallest units of progression.
- An outline of the difficulties the child is experiencing.
- Three or four specific difficulties that the HNP is addressing.
- A measurable, achievable but still challenging target for each specific area for development.
- The strategies, resources and staff which will be employed in delivering the HNP.
- Comments from the parent.
- Any other useful information.

8.6 The HNP will then be implemented by all staff involved with the child, and, where appropriate, backed up at home by parents. It should be reviewed termly at the very least, and progress recorded at the start of the new HNP. The current template for HNP can be found in Appendix 1 of this policy.

8.7 School will also 'open' a High Needs Record for that child which briefly describes the needs and the support to be given. This is an electronic document which is held on CPOMs, although a copy can be printed for the parent whenever required. A copy of the High Needs Record can be found in Appendix 1.

8.8 At any point, it may be felt that the opinion of other professionals should be sought. The child's parents should be involved in all discussions and their express written permission must be sought before contact is made with any outside service.

8.9 Outside agencies can be approached for assessment and advice, assistance with teaching or behaviour management strategies and suggestions for resources or equipment to help the child. Alternatively, time can be bought in from some agencies in order for them to come into school and work directly with the child themselves.

8.10 Decisions whether or not to refer the child to an outside agency, and indeed which agency to approach, will be made in partnership with the parents, school and other professionals involved with that child. Outcomes will always have the best interests of the child at heart but it is worth pointing out that access to some agencies is limited and can involve being added to a waiting list.

## **9.0 Referral for an Education, Health and Care Needs Assessment**

9.1 If, despite all the intervention at SEN Support, the child fails to make adequate progress, then the school may consider requesting an Education, Health and Care needs assessment.

9.2 For this to take place, the child must continue to demonstrate a significant cause for concern despite receiving the support of school and outside agencies. They also need to feature in, at least, Range Three of the Redcar and Cleveland Ranges document ([https://search3.openobjects.com/mediamanager/redcar/fsd/files/final\\_send\\_ranges\\_2016\\_2.doc](https://search3.openobjects.com/mediamanager/redcar/fsd/files/final_send_ranges_2016_2.doc))

9.3 The decision to initiate an Education, Health and Care needs assessment should be taken in consultation with the school, parents and outside specialists involved with the child through the medium of a Referral Planning Meeting (RPM).

9.4 When requesting an Education, Health and Care needs assessment, there must be clear evidence of:

- The support put in place by the school at stages Personalisation and Personalisation Plus.
- The intervention and the opinions of specialists.
- The implementation of PPPs by the school.
- Regular assessment and reviews.
- Attainment measured against the National bench marks (NC content, standardised scores etc.)
- The views of the child and the parents.
- Any involvement from welfare or medical services.
- The child reaching Level Three of the Redcar and Cleveland SEND Ranges document ([https://search3.openobjects.com/mediamanager/redcar/fsd/files/final\\_send\\_ranges\\_2016\\_2.doc](https://search3.openobjects.com/mediamanager/redcar/fsd/files/final_send_ranges_2016_2.doc))

## **10.0 Education Health Care Plans**

10.1 If the decision is made at a RPM to request an EHC assessment on behalf of a child, then that process may result in the child being issued with an Education Health Care Plan. If this is the case, and Westgarth Primary is the school chosen by the parents and the LEA as the best school for the child to attend, then the school is responsible for implementing the EHCP within school.

10.2 The class teacher is responsible for delivering education for that child, in collaboration with any other resources or personnel supplied through the EHCP.

10.3 The SenCo is responsible for co-ordinating all other aspects of the EHCP and for monitoring and evaluating the effectiveness of the EHCP through the Annual EHCP Review.

### **11.0 Early Years**

Westgarth Primary School recognises that the early identification of Special Educational Needs and early intervention is extremely important in the Early Years. Staff in the Foundation Stage measure the progress of the children against the Foundation Stage Curriculum, and draw up an appropriate HNP in consultation with parents and the SenCo, if concerns are adequate. If progression continues to be a source of concern, outside agencies will be called upon to assess Foundation Stage children and advise the teachers.

### **12.0 Roles and Responsibilities**

12.1 Providing a sound education for children with a Special Educational Need is the shared responsibility of every member of staff in school. However, certain positions have specific responsibilities in key areas:

#### 12.2 Head teacher and SEN Governor

Overall responsibility for the policy, planning, implementation and monitoring of Special Educational Need provision across the entire school. At Westgarth, the Headteacher is Mrs Jackie Woodhead, and the SEN Governor is Mrs Annette Clayton.

Other responsibilities include:

- Representing SEN in all decision making and strategic planning.
- Managing the school budget in such a way that the school is able to fulfil its objectives in SEN.
- Ensuring that Practice in dealing with SEN across the school meets the framework set out in the SEN policy.
- Supporting the SenCo in fulfilling their role to the highest standard.
- Promoting high expectations of all children across the school.
- Monitoring the effectiveness of teaching and learning across the school.
- In cooperation with the SenCo, producing an annual SEN Information Report which is made available on the school's website.

#### 12.3 Special Educational Needs Co-ordinator (SenCo) – responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil
- Has a SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other

- Resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Supporting colleagues with writing, implementing and reviewing HNPs.
- Liaising with the Head teacher to co-ordinate SEN provision and training.
- Managing SEN support staff.
- Developing, monitoring and evaluating SEN policy, practice and procedures in consultation with the Head teacher.
- Co-ordinating annual reviews for children with an EHCP.
- Maintaining a register of children with additional needs.

12.3.1 The SenCo at Westgarth Primary School is Mrs. Nicky Deluce.

12.4 Class Teachers – responsible for:

- Planning for children with a Special Educational Need within their class group.
- Planning strategies designed to help the child achieve their specific targets.
- Writing, implementing and reviewing HNPs (at least termly) for children with a Special Educational Need in their class group.
- Working with the child on a daily basis.
- Evidencing progress according to the outcomes described in the plan.
- Recording low-level concerns on the Year Group Vulnerable Children List (formally audited three times a year)
- Recording termly provision with outcomes in their class using a Provision Map
- Writing Pen Portraits for any child, if required.
- Liaising with parents in order to plan for and support the development of their child
- Liaising with support staff working in their class on a daily basis

12.5 Teaching Assistants – responsible for;

- Assisting in the delivery of the curriculum to children with a Special Educational Need.
- Supporting teachers in the planning, implementation and review of HNPs.

## **13.0 SEN Partnerships**

13.1 We recognise that effective partnerships are crucial when providing support for children with a Special Educational Need.

## 13.2 Parents

13.2.1 We positively strive for close working relations between school and the parents of children with a Special Educational Need. In order to best meet the needs of the child, it is essential that school, parents and other professionals all work together towards the same goals and employ the same strategies.

13.2.2 In order to achieve this partnership, school:

- Recognise that parents are the people who know the child best and so draw on their knowledge and prior experience.
- Keep an open dialogue with parents so that they are aware of the progress the child is making, the people who are working with their child and feel confident enough to raise questions in school.
- Share reports and information with parents, being aware of any difficulties the parents themselves may have with regard to literacy skills or any other potential barriers to effective communication.
- Are flexible in the timing and location of meetings.
- Realise that differences of opinion may occur, and value the opinions of the parents at all times.
- Expressly seek the permission of the parents before approaching any outside agencies to work with their child.
- Seek alternative solutions if differences of opinion between school and parents arise.
- Regularly (at least three times a year) invite parents into school for a Structured Conversation where their opinions and knowledge of the child are sought and discussed.

## 13.3 Other schools

13.3.1 Input from other schools is vital for information sharing and widening staff awareness.

13.3.2 With this in mind:

- The SenCo attends regular briefing meetings held for all cluster SenCos.
- A dialogue with local special schools and units is maintained in order to draw on them for support and advice.
- Close contact is maintained between Westgarth and the Secondary schools which our children attend. This facilitates smooth transition for Special Educational Needs pupils leaving at the end of Y6.

- School seek the support and advice from the transferring school if a pupil with Special Educational Needs transfers onto Westgarth's roll.

### 13.4 Other professionals

13.4.1 The support of other professionals is essential in providing for children with a Special Educational Need.

13.4.2 Westgarth Primary liaises with a vast number of support services including amongst others:

- Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum Disorders)
- Hearing Impaired Service & Teachers of the Deaf
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- The Junction (offering therapeutic support/Young carers support)
- The Link (offering therapeutic support)
- EVA (support for families who are affected by domestic violence)
- Attendance and Welfare service
- Social Care
- Housing and Homeless support
- North Yorkshire Psychological Service
- Physiotherapists
- Occupational Therapists
- The Speech and Language Unit
- Time4You Counselling Service
- Other charities involved in supporting our children

13.5 Up-to-date information regarding the network of support that Westgarth can both access and provide is found on the SEN Information Report which is hosted on our website ([www.westgarthprimaryschool.co.uk](http://www.westgarthprimaryschool.co.uk)) and updated every year in July.

## 14.0 Training

14.1 Training is offered to staff using a number of different approaches.

- Individually and provided by an outside agency to a Teacher or TA depending on the needs of a child whom they are working with.
- Whole school and provided by an outside agency; this tends to deal with information raising on the issues that affect Westgarth the most such as Autistic Spectrum Disorders.
- Whole school and provided by the SenCo. This could be information cascaded from a course attended by the SenCo, deal with changes in policy and practise, be an update on maximising the potential of all children in school or provide information on how to support children with a particular need, such as Dyslexia.

- Individual and provided by the SenCo; this would support staff in their work with their group as a whole or focus in on a particular child.
- Individual and provided by an outside agency to the SenCo; this training ensures that the SenCo is kept up to date with changes and developments in SEN in school. This training is cascaded back to staff within school.

14.2 Any member of staff (teacher, TA, dinner supervisor, volunteer, student, non-teaching staff) who feels they require more training in the field of SEN should approach the SenCo in order to discuss their needs.

### **15.0 Physical Restraint**

Under current law, physical restraint can be used in school in order to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

At Westgarth, physical restraint is only ever used as a last resort, and **only when being restrained is in the best interest of the pupil.**

#### 15.1 Key legal points:

- School staff have a power to use force, and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- Any force used must be reasonable, and proportionate to the circumstances. It must also be used for the shortest amount of time possible.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.
- It is always unlawful to use force as a punishment.

#### 15.2 Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules.

#### 15.3 Reasonable adjustment

Reasonable adjustments are made for disabled children and children with special educational needs.

#### 15.4 Working with parents

If it has been necessary to use some kind of physical intervention on a child in school, then we will always communicate that fact to the parents at the earliest possible opportunity.

#### 15.5 Positive Handling Plans

If it is felt that a child will require some kind of physical intervention in order to keep them safe in school, then the SenCo, class teacher, parents and (depending on the level of competence) the child will work together to draw up a Positive Handling Plan.

#### 15.6 Staff Support

Any member of staff who has been involved in a situation requiring physical intervention will be offered an immediate de-brief with a senior member of staff as part of their ongoing support package.

### **16.0 Storing Info**

16.1 Confidentiality and trust should be maintained as far as possible, but Westgarth will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child as in accordance with the General Data Protection Regulations (GDPR) (2018).

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share that information.

We record and share information about children and their families (data subjects) in line with the six principles of the GDPR which state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been,
- to prevent harm to a child or adult,
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making does not rely solely on an individual, but has the support of the Headteacher and the DSL.

Staff and volunteers should respond in a timely, appropriate way to any safeguarding concerns using the following three critical criteria:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- In order to prevent significant harm arising to children and young people, or adults, including the prevention, detection and prosecution of serious crime.

16.2 Parents are provided with copies of their child's PPP on a thrice yearly basis, they are also sent reports by any outside agency who works with their child. The child's SEN records are an open file which can be viewed at any time by the parents, to do this this should ask the child's class teacher, leave a request at the school office or phone and speak to the SenCo.

### **17.0 Evaluating the Success of the SEN Policy**

The effectiveness of this policy will be assessed by looking at the success of the school's system for:

- Identification & Assessment
- Intervention
- Helping children achieve challenging targets
- Record keeping
- SEN Partnerships with parents
- SEN Partnerships with other professionals
- In the light of such assessments, this Policy will be amended as required.

### **18. Arrangements for Considering Complaints**

Complaints are considered in accordance with the guidelines set out in the Governor's Complaints Policy and Procedure.

## Appendix 1 – Examples of School Proformas



# High Needs Support Plan Westgarth Primary School

(2019 Version)



Name:    NCY:    Date:

<b>What's working well?</b>		<b>What are the current concerns?</b>	
<b>Parent's thoughts:</b>		<b>Parent's thoughts:</b>	
<b>Pupil's views:</b>			
<b>Long term target:</b>			
<b>R&amp;C SEN Category:</b>		<b>Range:</b>	
<b>Evidence:</b>			
<b>Autumn Term</b>			
<b>Progress since Summer Review:</b>			
<b>Outcomes, what do we want to achieve?</b>	<b>How can we move towards this outcome?</b>	<b>Who will provide this support, and how often?</b>	<b>How will we know if we achieve this outcome?</b>
<b>What will school do?</b>	<b>What will parents do?</b>	<b>What will outside agencies do?</b>	
<b>Spring Term</b>			
<b>Progress since Autumn Review:</b>			
<b>Outcomes, what do we want to achieve?</b>	<b>How can we move towards this outcome?</b>	<b>Who will provide this support, and how often?</b>	<b>How will we know if we achieve this outcome?</b>
<b>What will school do?</b>	<b>What will parents do?</b>	<b>What will outside agencies</b>	

										<b>do?</b>
<b>Summer Term</b>										
<b>Progress since Spring Review:</b>										
<b>Outcomes, what do we want to achieve?</b>			<b>How can we move towards this outcome?</b>			<b>Who will provide this support, and how often?</b>			<b>How will we know if we achieve this outcome?</b>	
<b>What will school do?</b>				<b>What will parents do?</b>				<b>What will outside agencies do?</b>		
<b>Progress Tracker</b>										
	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Working Level</b>										
<b>People who have contributed to this plan:</b>										
<b>Signature</b>						<b>Role</b>				
1.										



## Westgarth Primary School High Needs Record



(2019 Version)

Child's Name:		D.O.B:
Teacher:	NCY:	Date:
Contact Name/Relationship:	Address:	
Contact nums:	Postcode:	
<b>Areas of Need:</b>		Brief outline of need:
Cognition and learning		
Specific learning needs		
Social, emotional and mental health		
Speech and language and communication		
Social communication and interaction needs (including the Autism Spectrum)		
Sensory needs (incorporating hearing and visual)		
Physical and medical		
<b>Extra Information</b>		
Health:		Other agencies involved:
<b>Your consent and partnership is very important to us, please state if you agree to the following:</b>		
	<b>Electronic Signature</b>	<b>Date</b>
I agree that the above information is correct		

I understand that my child is in receipt of extra help in school		
I agree to information being shared with other professionals. (We will never invite another professional to work with your child without first obtaining your explicit consent.)		
Any other comments?		