



'Blossoming together through nurture and challenge'

Westfield Infants School

SEND Policy

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Statement of intent

Westfield Infants School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2021) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'

1.3. This policy operates in conjunction with the following school policies:

- **Admissions Policy**
- **Equal Opportunities Policy**
- **Pupil Privacy Statement**
- **Data Protection Policy**
- **Records Management Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Child Protection and Safeguarding Policy**
- **Intimate care Policy**

As and when the time arose, we would implement specific and bespoke support to match individual need.

2. Identifying SEND

- 2.1. The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.
- 2.2. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.
- 2.3. Progress will be characterised using the following stipulations:
 - Progress is significantly slower than the class average, from the same baseline
 - Progress does not match or better the pupil's previous rate of progress
 - Progress fails to close the attainment gap within the class
 - The attainment gap is widened by the plateauing of progress

3. Definitions

- 3.1. For this policy, a pupil is defined as having SEND if they have a:
 - Significantly greater difficulty in learning than most others of the same age.
 - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- 3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.3. The school reviews how well equipped we are to provide support across the following areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and physical needs

Communication and interaction

- 3.4. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- 3.5. The school recognises that:
 - Pupils with Autism can have particular difficulties with social interaction.
 - The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the

different aspects of speech, language or social communication at different times of their lives.

- 3.6. The SENCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

- 3.7. Pupils with learning difficulties may require additional support.
- 3.8. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Social, emotional and mental health difficulties

- 3.9. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- 3.10. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will consult with parents and seek advice from external agencies and health professionals as appropriate.

Sensory or physical needs

- 3.11. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:
 - Some conditions can be age-related and can fluctuate over time.
 - A pupil with a disability is covered by the definition of SEND if they require special educational provision.

4. Objectives

- 4.1. The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:
 - To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
 - To monitor the progress of all pupils to aid the earliest possible identification of SEND.

5. Roles and responsibilities

- 5.1. The School Champions will be responsible for:

- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with an **Equal Opportunities Policy**.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the accessibility plan, showing how the school intends to progressively improve access over time.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.

5.2. The **headteacher** will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the school champions in providing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

5.3. The SENCO will be responsible for:

- Collaborating with the school champions and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant school champions and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers and support staff.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

5.4. Classroom teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.

6. EYFS

6.1. The school ensures all staff who work with young children are alert to emerging difficulties and respond early.

6.2. The school will ensure staff listen and understand when parents express concerns about their child's development.

6.3. The school will listen to any concerns raised by children themselves.

6.4. The school will ensure that:

- Pupils with SEND get the support that they need.
- Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND.
- A designated teacher, the SENCO, is responsible for coordinating SEND provision.
- Parents are informed when the school makes special educational provision for their child.
- Parents have access to the following:
 - Our arrangements for the admission of pupils with disabilities
 - The steps being taken to prevent pupils with disabilities from being treated less favourably than others
 - The facilities provided to enable access to the school for pupils with disabilities

7. Children with specific circumstances

LAC

- 7.1. Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- 7.2. The school has a designated member of staff for coordinating the support for LAC.
- 7.3. Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.
- 7.4. School will work closely with outside agencies for example Virtual School in supports LAC with SEND

EAL

- 7.5. The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 7.6. It is necessary to consider the pupil within the context of their home, culture and community.
- 7.7. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- 7.8. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- 7.9. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

8. Admissions

- 8.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:
 - Considering applications from parents of children who have SEND but do not have an EHC plan.
 - Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
 - Not refusing admission for a child who does not have an EHC plan.

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- 8.2. Arrangements for the fair admissions of pupils with SEND are outlined in the **Admissions Policy** and will be published on the school website.

9. Involving pupils and parents in decision-making

- 9.1. Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- 9.2. Parents will always be notified when the school provides their child with SEND support.
- 9.3. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.
- 9.4. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:
- Focus on the pupil as an individual, not allowing their SEND to become a label.
 - Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
 - Highlight the pupil's strengths and capabilities.
 - Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
 - Tailor support to the needs of the individual.
 - Organise assessments to minimise demands on families.
 - Bring together relevant professionals to discuss and agree together the overall approach.

10. Joint commissioning, planning and delivery

- 10.1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 10.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 10.3. The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of

special educational provision (Section 25 of the Children and Families Act 2014).

- 10.4. The school's **Data Protection Policy** will be adhered to at all times.
- 10.5. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for children and young people with SEND.
 - Increasing the identification of pupils with SEND prior to school entry.
- 10.6. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with advice from relevant medical professionals.
- 10.7. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

11. Funding

- 11.1. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets where appropriate.

12. Graduated approach

- 12.1. Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:
 - Establishing a clear assessment of the pupil's needs.
 - Planning, with the pupil's parents, the support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
 - Implementing the support, with the SENCO.
 - Reviewing the effectiveness of the support, and making any necessary revisions.

13. Assessment

- 13.1. The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 13.2. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.
- 13.3. The school will meet its duty to respond to any request for information relating to a statutory assessment

- 13.4. The school will support the LA to gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
- 13.5. In tracking the learning and development of pupils with SEND, the school will:
- Base decisions on the insights of the pupil and their parents.
 - Set pupils challenging targets.
 - Track their progress towards these goals.
 - Review additional or different provisions made for them.
 - Promote positive personal and social development outcomes.
 - Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.
- 13.6. Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- 13.7. Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 13.8. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

14. Training

- 14.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate.
- 14.2. Training will cover both the mental and physical needs of pupils with SEND.
- 14.3. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

15. Promoting mental health and wellbeing

- 15.1. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
- 15.2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

- 15.3. An educational psychologist will be available where a pupil requires such services.
- 15.4. Where appropriate, the school will support parents in the management and development of their child.
- 15.5. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.
- 15.6. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.
- 15.7. For pupils with more complex problems, additional in-school support will include:
 - Supporting the pupil's teacher, to help them manage the pupil's behaviour.
 - One-to-one therapeutic work with the pupil, delivered by mental health specialists.
 - Family support and/or therapy, upon the recommendation of mental health professionals.
- 15.8. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.
- 15.9. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour. Please see the school's **Behaviour Policy**.

16. EHC plans

- 16.1. The school will fully cooperate with the LA when research about the pupil is being conducted.
- 16.2. The school will provide the LA with any information or evidence needed.
- 16.3. All relevant teachers will be involved in contributing information to the LA.
- 16.4. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- 16.5. The school will work with the LA to ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- 16.6. All reasonable provisions will be taken by the school to provide a high standard of education.

- 16.7. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- 16.8. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
 - Thereafter, the school champions or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- 16.9. The school will ensure that any EHC plan information is kept confidential and only shared with relevant professionals
- 16.10. Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.
- 16.11. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- 16.12. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

17. Reviewing the EHC plan

- 17.1. The school will:
 - Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
 - Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
 - Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
 - Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
 - Cooperate with the LA during annual reviews.
 - Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
 - Seek advice and information about the pupil prior to the annual review meeting from all parties invited.

18. Transferring between different phases of education

- 18.1. EHC plans will be reviewed in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.
- 18.2. The key transfers are as follows:
 - Early years provider to school

- Infant school to junior school

19. SEND tribunal

- 19.1. The school will fully cooperate with the LA by providing any evidence or information that is relevant.

20. Supporting successful preparation for adulthood

- 20.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.
- 20.2. The school will transfer all relevant information about pupils to any educational institution that they are transferring to.
- 20.3. If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

21. Data and record keeping

- 21.1. The school will:
 - Include details of SEND, as part of its standard management information system to monitor the progress of pupils.
 - Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
 - Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- 21.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.
- 21.3. The SEND information report will be prepared by the school champions, and will be published on the school website.
- 21.4. All information will be kept in accordance with the school's **Records Management Policy** and **Data Protection Policy**.

22. Confidentiality

- 22.1. The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:
 - To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
 - On the order of any court for any criminal proceedings.
 - For the purposes of investigations of maladministration under the Local Government Act 1974.
 - To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from

the Children Act 1989 relating to safeguarding and promoting the welfare of children.

- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

22.2. The school will adhere to the **Pupil Confidentiality Policy** at all times.

23. Resolving disagreements

23.1. The school is committed to resolving disagreements between pupils and the school.

23.2. In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our **Complaints Procedures Policy**, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

23.3. The school's **Complaints Procedures Policy** will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

24. Publishing information

24.1. The school will publish the SEND Policy on the school website.

24.2. The school will publish details of the SEND information report on the website.

24.3. The information published will be updated annually.

25. Monitoring and review

25.1. The policy is reviewed on an annual basis by the headteacher in conjunction with the school champions; any changes made to this policy will be communicated to all members of staff.

25.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

25.3. The next scheduled review date for this policy is September 2026