

WEST PARK ACADEMY

Send Policy and Information Report



Updated: September 2018
SENCO: Mrs Alexandra Nelson
(SENCo award)

Date for Review: September 2019

Link Trustee: Judith Gainsborough

The effectiveness of our policy will be reviewed annually by the SENCO in conjunction with the Principal and shared with Staff and Trustees to ensure it reflects our current practice and any local or national developments.

Special Educational Needs and Disability (SEND) Policy

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Vision

At West Park Academy we inspire a life-long love of learning where children are valued for their individuality and realise their full potential within a positive enriched learning environment. Curiosity, flexibility of thought and risk taking are at the heart of everything we do.

We aim to rise above the ordinary by developing a creative curriculum that responds to children's individual needs and interests.

We believe that good teamwork and supportive partnerships with individual children, the whole class, our colleagues, with governors, parents and the wider community leads to effective learning and high standards.

Our Objectives

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Legislation and guidance

West Park Academy is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. 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, anti-bullying, medical and curriculum policies.

Further information can be accessed from the Peoples Information Point Website: <https://darlington.fsd.org.uk/kb5/darlington/fsd/home.page>

The website also includes a link to Darlington's Local Offer for parents and children with SEN and disabilities: <https://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities>

All schools must have regard to what the code of practice (The Department for Education (DfE) published the Special Educational Needs and Disability (SEND) Code of Practice in July 2014) says whenever decisions are taken relating to children with special educational needs (SEN) or disabilities.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. More details on the SEND Code of Practice can be found on the Government website at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Role and Responsibilities

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Curriculum Policy) Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to a member of the Special Educational Needs and Disability (SEND) Team at West Park Academy:

- **Mrs Alex Nelson (SENCO – National Award for SEN Coordination 2016)**
- **Mr Carl Eeles (Lead Practitioner for Specialist Support and ASD Lead)**
- **Mrs Lisa Ash (Lead Practitioner for Speech, Language and Communication Needs)**

The **SENCO** will:

- Work with the Principal (Mrs S Hirst) and SEND Trustee (Mr J McKellar) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Academy Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The **SEN Trustee** will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

The **Principal** will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each **Class Teacher** is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND Information Report 2017-2018

What types of SEN do we provide for?

All Darlington schools both maintained and academies have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). They are supported by the local authority (LA) to be as inclusive as possible with children's needs being met in a mainstream setting wherever possible. It is anticipated that all schools make reasonable adjustments to provide for the following broad areas of SEND need:

- **Communication and Interaction** which includes children with speech and language communication needs (SLCN) who may have difficulty in communicating with others as well as children who experience social communication difficulties and those on the autistic spectrum who are likely to have particular difficulties with social interaction.
- **Cognition and Learning** which supports children who learn at a slower pace than their peers with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. It also includes children with more specific learning difficulties (SpLD), affecting one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** difficulties can manifest in many different ways. These may include children becoming withdrawn, isolating themselves as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. It also includes more specific disorders such as attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs** refers to children who may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access learning. Children with a physical difficulty (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers they may also require a specific **Individual Health Care Plan**.

In September 2018 the percentage of pupils identified with special educational needs within West Park Academy was 11.3% slightly below that of the national percentage of 14.6%. (See Department of Education <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>).

The primary type of need identified on our Inclusion Register is Speech, Language and Communication (27%) which contrasts with national data which places Moderate Learning Difficulties (MLD 24%) as the primary type of need. We believe that this reflects well trained staff and strong systems in school enabling staff to identify and assess specific needs well.

We have a higher than average percentage of children with Education Health Care Plans or Statements 4.1% 2017 – 2018 compared with 2.9% nationally and this seems to be an increasing trend. Over 68% of these children have a diagnosis of Autism Spectrum Disorder or present with a Social Communication Difficulty.

How do we identify and assess pupils with SEN?

Good classroom practice (**Quality First Teaching**) ensures that most children will have their special educational needs met within school. As stated in the **Send Code of Practice (2014)** we follow the '**graduated approach cycle**' of assess, plan, do and review which helps us to identify and assess pupil's needs and disabilities.

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** - put the provision in place to meet those outcomes
- **Review** the support and progress

All children are assessed on entry to school to provide a clear understanding of a child's strengths and needs. Each class teacher completes a class provision map identifying any additional supports and provision that may be required. Full use is made of any information passed to the school when a child transfers.

Methods used by teachers to identify pupils with SEND are:

- Initial discussions through the induction process and all about me profiles.
- End of KS results
- Termly progress meetings where teachers share provision maps and discuss ongoing assessment and observation and look at individual progress and attainment against ELGs in the Foundations Stage and end of KS/Year expectations.
- Standardised assessments eg Speech and Language Link, Salford Reading Test, etc.
- Educational and health care professional reports.

We know that early identification and intervention is crucial in supporting a child's learning and development. Sometimes a child may have a diagnosis or have specialist support in place before they enter Nursery/School however for many children school staff may be the first to identify difficulties. This can be a difficult time for parents and experienced staff are available to support and guide them through this process.

If it seems that your child may have special educational needs, your child's class teacher or the SENDCO will plan appropriate provision and support and discuss this with you. Time is allocated to individuals or groups to best suit their learning style, ability, need and impact is monitored through the provision maps, classroom tracking systems and progress meetings.

SEND review meetings are held each half term and the child's support plan is reviewed and targets updated in light of assessment results and as a result of discussions with staff and parents.

If we have concerns about the progress a pupil is making, we may refer them to other professionals for further assessment.

These might include:

- Health professionals e.g. CAMHS, school nurse, GPs, etc.
- Speech and Language Therapist
- Educational Psychologist
- Low Incidence Needs Team
- Social Communication Outreach Service
- Early Help

A small percentage of children with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

We recognise that parents/carers might be the first to identify that their child has a learning difficulty and we would encourage you to contact school sooner rather than later so that we can support you with this.

Who is our special educational needs co-ordinator (SENDCO) and how can she be contacted?

Mrs Alexandra Nelson is our Special Educational Needs and Disability Coordinator (SENDCO or SENCO).

Contact Details:

Telephone: West Park Academy: 01325 380792

Alternatively, email: dwpa.nelson@westparkacademy.org.uk

What is our approach to teaching pupils with SEN?

At West Park Academy we all work to create a culture where **all** learners feel welcome, accepted, safe, valued and confident that they will get the right support to assist them to develop their talent and achieve their goals.

The Academy aims to educate all children within the classroom alongside their non-disabled peers as much as possible with a commitment to removing barriers to enable the full participation of everyone as equally valued and unique individuals.

We individually tailor the curriculum to best meet the needs of each pupil, with an appropriate emphasis on developing functional, life-enhancing skills and knowledge; and on learning appropriate behaviours. Our curriculum is informed by:

- Research-based methods
- Standardised assessment data
- On-going assessment for learning

We regularly meet with families to agree learning targets and to share information about pupil progress. In some cases, alternative placement outside of the classroom may be considered if it is felt that it will be less restrictive and meet a child's 'unique' needs more effectively.

How do we adapt the curriculum and learning environment?

As no two children are the same, it is vital to ensure that individual barriers to learning are considered when adapting any aspect of the curriculum, producing resources or delivering information. An **Accessibility Plan** is in place and updated every 3 years. As a single storey building all classrooms are easily accessed on the ground floor and wheel chair access is available throughout school. There are ramps to each entrance and newly installed classroom doors with access to the playground/outdoor area. There is a shower and disabled facilities and a changing table has been fitted in the nursery area.

All staff plan and resource their environments to ensure that:

- Visual timetables are visible and accessible to all
- Equipment is labelled using pictures, symbols, photos and written labels
- Visual displays are carefully developed to reinforce information, but every attempt is made not to overload learners with vast, busy displays
- Careful consideration is given to noise levels
- Distractions are minimised where possible so that children can focus on the language
- Classroom routines are made explicit and rehearsed regularly
- Transition booklets ensure that children are familiar with the layout within the classroom and school and every attempt is made to prepare children for change or to manage change should they be required to
- Flexible grouping arrangements are in place
- Activities and materials are differentiated as well as questioning
- Visual, auditory and kinaesthetic approaches are in place
- Alternative forms of recording are routinely offered and used e.g. oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into categories
- Ongoing opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills

We acknowledge individual differences and provide opportunities for all pupils to learn and succeed. This may mean that children are supported within the classroom through a high level of differentiation, additional resourcing and preparation, sometimes with additional

support from an adult or peer. In some cases children may be withdrawn to receive targeted support or access interventions in quieter spaces such as adjoining workspaces or they may access Rainbow Room, a purpose built room with highly specialised staff which has been created to support children who require a highly personalised approach to learning within an appropriate environment and where the emphasis is upon developing life skills.

Behaviour systems are well established and monitored by the class teacher and a system of rewards and motivators operates alongside this system to encourage participation and engagement within the curriculum and learning experiences offered.

We offer a number of intervention programmes in a range of areas, led by both additional teachers, learning mentors and teaching assistants. We ensure that staff are well-trained and confident to run these interventions, and have developed “specialist” TAs in certain areas.

To support numeracy needs, all staff have been trained in Mastery Maths and specific staff are also trained to support the delivery of RM maths and Numicon. For writing and spelling we continue to use ‘The Ultimate Guide to Phonics’, ‘Letters and Sounds’, ‘Toe by Toe’, ‘Lexia’, ‘Sight Word Reading’ and have recently purchased ‘Clicker 7’.

Identified staff have been trained to deliver ‘Better Reading’ and ‘Sight Word Reading’ working alongside classroom teachers and teaching assistants to deliver a range of 1:1 and small group teaching opportunities. A number of volunteers also support in school and this includes parents, grandparents and ‘Busy Readers’.

A speech and language therapist works closely with the Academy’s specialist teaching assistant to deliver 1:1 speech and language programmes and assessments. This complements Speech and Language Link. Pre-teaching and over learning of vocabulary and concepts regularly takes place both 1:1 as well as in small group and small group time-limited interventions are also provided; Language Link, Time to Talk and Talking Time.

Staff work closely with the Occupational Therapy Team to deliver a range of structured and evaluated fine motor programmes (It’s in the bag, etc.) and gross motor programmes. They also provide advice and support to staff on a range of alternative equipment e.g. fidget toys, chunky pencils, adapted scissors, writing desks, cushions which are used in the classroom to improve attention and postural stability.

The Low Incidence Team (LINs) are advisory teachers who come into school to support children with visual and hearing impairments, physical or medical impairment. They have enabled us to develop appropriate risk assessments for children with physical needs including providing equipment and modifications.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation. No child is ever excluded from a school trip/residential.

How do we consult parents of pupils with SEN and involve them in their child's education?

We are committed to working with parents and carers to identify their child's needs and provide appropriate support to enable them to make informed decisions. Parents are provided with a leaflet explaining SEND provision and practice within our school which can be requested from main reception.

Some of the ways in which we consult with parents are:

- Induction Meetings
- Multi-Agency Meetings with additional professionals involved in providing support and advice
- Website
- Coffee Mornings
- Half-termly Parents/ carers evenings to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school
- Ongoing discussions with a class teacher and/or SENDCO
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have
- Through a review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan
- Parental Questionnaires which are sent out towards the end of the year to enable them to provide constructive feedback on SEND evaluating SEND provision
- Home-school communication diaries and behaviour charts and behaviour contracts.
- Curriculum information sessions and parent/carers are invited into school for class assemblies, productions and tea parties

If you would like to discuss your SEND requirements in detail, please contact the school to arrange an appointment with Mrs Nelson

How do we consult pupils with SEN and involve them in their education?

All children are welcomed into West Park and actively encouraged to be involved in all aspects of the decision-making processes within school. All children, including children with SEN, have the opportunity to make their views known through the School Council and within all areas of the curriculum through speaking and listening activities.

The children take an active role with setting their targets, discussing them with the class teacher/SENDCO. Key staff work with the child to complete one-page profiles which encourage children to reflect upon their learning needs and make choices about how they learn and what will help them to learn best. These profiles are an important part of the transition process informing new staff/schools of their strengths and achievements as well as their needs.

Once the children enter Y3 they are actively encouraged to attend multi-agency reviews, one plan meetings, support plan reviews as well as taking part in the annual review process.

How do we assess and review pupils' progress towards their outcomes?

We do this by tracking your child's progress through:

- Information from parents/carers/health visitors
- Collecting evidence from teacher observations/assessments
- National curriculum testing.
- Other tests e.g. phonic tests.
- Assessments to identify any specific problems e.g. movement difficulties, speech and language difficulties
- Records from other schools your child has attended
- Individual targets
- Differentiated learning activities
- Multi-sensory opportunities
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils.
- Early Help Assessment referrals to external agencies/social care as required
- Coordinated planning between class teacher and teaching assistant for pupils of SEND
- Regular assessment of progress and achievement against national expectations and individual targets
- Regular pupil progress meetings
- Monitoring of individual targets
- Teacher and TA observations
- Analysing data through in school tracking system

Assessment processes are fully documented in our Assessment Policy. We review progress daily in lessons which informs our planning. Provision map targets and/or individual support plans are reviewed at least half termly with the Principal and SENDCo then with parents at SEND reviews.

Looked After Children

If a child is in foster care or their care or guardianship is provided in any way by the Local Authority our designated LAC lead will liaise with the Social Worker, the carers and the Education Officer for Looked After Children for the area. Regular contact between the Education Officer and the LAC lead will be made to monitor attainment and progress of the child. Our designated LAC lead is Mrs J Gibson and she can be contacted on dwpi.gibson@westparkacademy.org.uk or alternatively you can reach her on 01325 380792.

School provides support for looked after children with SEND through

- Regular LAC meetings.
- Personal Education plans.
- Supporting as above according to the child's individual need.
- Virtual data will be shared with the Local Authority on a regular basis.

An annual report, detailing progress and attainment towards national curriculum expectations is provided to parents. When appropriate we report on P scales for individual children who are working below the standard of the national curriculum tests and assessment in KS1 and KS2 and use PIVATs to evidence smaller step progress.

How do we support pupils moving between different phases of education?

West Park Academy provides a carefully considered transition programme where teachers and TAs take time to get to know new pupils. The school has annual transition days in the summer term for all pupils who will spend time in their new classes with their new staff team, in preparation for the coming year. This is communicated through photo books to both parents and pupils so that they can be prepared for 'change.' More vulnerable pupils will spend extra time getting to know their new teacher, TAs and peers through bespoke sessions as required.

If a child is moving between EYFS and KS1, KS1 and KS2 or into Secondary, there will be a transition plan in place to support the child with this change. This will include visits to the new classroom or school, meeting with the new teacher, meeting with parents to discuss transition and carrying out special 'jobs' to help and get to know the new class teacher.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Please contact Mrs Alex Nelson should you have a concern.

The SENDCO works with class teachers to ensure that transition between phases are as smooth as possible and the parents and the child feel comfortable with the change. The class teacher will meet with the new class teacher for a 'hand-over' discussion to discuss the child's, provision in place for them and how to best support the child with the move to the next phase.

We have a well-established Social Communication Outreach service which offers advice and support to local mainstream schools and specialist provision. Some of our pupils and their parents/carers may be supported with transition either into our school or on to another school by the Outreach staff.

How do we support pupils preparing for adulthood?

Whilst adulthood may seem like a long way ahead when pupils enter primary school, the Academy strives to ensure that children are encouraged to master academic skills and daily life skills that will enable them to experience future success in adulthood.

These taught skills can involve;

- Following complex instructions and solving problems
- Working individually and in a group
- Socialising appropriately with adults and peers
- Developing effective communication skills
- Assuming responsibilities in school and at home
- Recognising different roles within the local community and the benefits of work.
- Demonstrating mastery of basic academic skills

How do we support pupils with SEN to improve their emotional and social development?

Our school ethos ensures that children have a positive outlook and children know how to access support from staff. There is an explicit commitment to developing the emotional wellbeing of all children and as such there is a strong inclusion team in place to support pastoral needs as well as curriculum needs.

Members of staff build good relationships with children and the SENDCo ensures that she gets to know and spends time with children with special educational needs. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. We support pupils with behaviour management plans if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many situations arise out of frustration at not being able to speak or express feeling. The school provides specific work in the curriculum or bespoke 1:1 sessions.

In 2016/17 the Home School Family Co-ordinator and a teaching assistant in KS2 successfully completed Mental Health First Aider training and also received training to enable them to deliver 'Mindfulness' in school.

The Home School Family Co-ordinator is a key member of the team who ensures that families and children are placed at the heart of the school learning community and she provides a range of support to individuals, small groups and parents. She is also able to provide additional support through the Early Help process.

Last year the budget was used to pay for an NLP trained 'Change Worker' to work in school a day a week with identified children experiencing social, emotional and mental health difficulties. She successfully provided support to children who were presenting with challenging behaviours within class as well as the playground and those with anxiety and attachment difficulties. Children achieved better and there was a reduction in logged incidents for these children. Our Home School Family Co-ordinator is now trained in NLP practise enabling her to work as a 'change worker' within school.

What expertise and training do our staff have to support pupils with SEN?

As a mainstream school we have endeavoured to ensure that our staff have received additional training to enable them to provide a range of support:

- All staff are trained internally by the SENDCO or visiting external professionals
- Our Special Educational Needs Co-ordinator holds the National SENDCO Award
- Our Home School Family Co-ordinator has a BSc Psychology, Level 6 Personal Social Health Education and is trained as a 'Change Worker' as well as being a Mental Health First Aider and recently trained to deliver Mindfulness in school
- Speech and Language provision is a strength within school and we currently employ a Senior Speech Therapist one morning a week who works alongside our speech and language therapy assistant enabling us to provide targeted support within school
- We have a Specialist Support HLTA who is also an ASD (Autism Spectrum Disorder) leader within school who is trained at level 1 to deliver PECs, Makaton, Social stories and who is leading within our Rainbow Room
- Additional teaching assistants are trained to support the particular needs of the children they work with and have been trained to support children on the Autism spectrum using PECs, TEACCH approaches as well as develop listening and attention, Makaton, peg feeding, visual and hearing impairments including the use of electronic devices, moving and handling, fine motor and gross motor skills programmes including visual closure techniques, speech and language link and behaviour

How will we secure specialist expertise?

The Academy recognises the need to secure specialist support. SEND funding this year has been used to buy in support and advice from the educational psychology team. In addition, we pay for a senior speech and language therapist to work alongside staff in school one day a week.

We have close and effective links with a range of additional advisory agencies to support us in addressing children's needs. If further advice and support is required Mrs Nelson will make a referral, with parental permission to an appropriate outside agency or service. These include:

- Low Incidence Needs Team (LINs) which includes children with down syndrome, visual and hearing impairments as well as those with physical and multi-sensory needs
- Social Communication Outreach
- Speech and Language therapy provided by the NHS
- Paediatricians
- School Nurse and Health Visitors
- Occupational Therapist
- Children's Services
- Primary Care and Mental Health Services such as CAMHs
- Special Educational Needs Advisory Service
- Educational psychologist
- Early Help Assessment

How will we secure equipment and facilities to support pupils with SEN?

West Park Academy receives funding directly from the Local Authority to support the needs of learners with SEND. This is the 'Notional SEND Funding' based on an agreed DfE formula and is a percentage of AWPU (basic pupil place funding), free school meals, school income deprivation affecting children index (IDACI) and mobility factors to help pupils with additional needs. Pupils may also have additional input through the use of pupil premium money.

This funding is designed to support those children working at SEND support within our school. These children are placed on the Inclusion Register, with consent from parents, and identified on provision maps, individual support plans, behaviour plans, health care plans which are shared and updated with parents generally on a half termly basis. Those with more complex needs may have a more comprehensive One Plan and at this point consideration may be given to whether the school can meet the child's needs through additional funding. This may result in an application to the local authority for an Educational Health Care Plan (EHCP) and consideration of appropriate placement and provision to meet the child's needs is considered.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

We work closely with parents and offer an open-door policy for parents to contact the SENDCo, class teachers and Principal if they have concerns about their child. When we feel we need the involvement of outside agencies we do so with the permission and co-operation of the parents/carers of the child involved.

We work closely with outside agencies such as social care, specialist teacher teams and health and often do so in a team around the child approach. Please see our child protection policy for our procedures if we have concerns about safeguarding for any child. The policy can be accessed on the school website.

We also hold coffee mornings for parents and invite additional professionals/organisations into school to provide information of the support services such as health and social care bodies, local authority (LA) support services and other voluntary sector organisations, available to parents (see support services section).

How do we evaluate the effectiveness of our SEN provision?

The SEN/D Code of Practice (2014) describes adequate progress that:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

Even with equal access and despite everyone's best efforts, children do not proceed, progress or attain equally. However, as a result of good planning, assessment and scaffolded targets most SEND pupils do achieve challenging targets and make good to better progress.

The effectiveness of the school's provision for pupils with SEN/D is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team and Trustees. This includes:

- Collection of pupil progress data for every child every term which is then scrutinised
- Analysis of entry and exit data against national outcomes
- Use of alternative tracking systems such as PIVATs
- Half termly progress meetings are held between the class teacher and Principal and/or SENDCO to review all children's progress and update provision maps
- Parents/Carers and children are involved in reviewing progress half-termly through the SEND review meetings and the Child's View Form
- Learning walks
- Maths and English Monitoring
- Provision Management audit
- Performance management
- Lesson Observations
- Parental Questionnaires.

How do we handle complaints from parents of children with SEN about provision made at the school?

The Academy works, wherever possible in partnership with parents to ensure that a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the Academy's complaints policy and procedure Please see website for details.

Who can young people and parents contact if they have concerns?

Any concerns should first be addressed with the child's teacher. If they are unable to satisfy your concerns, then parents should contact the SENDCO and/or the Principal.

What support services are available to parents?

A number of support services are available to parents both inside and outside of school.

School:

Home School Family Coordinator

Mrs Jane Graham is employed full time within school as part of a comprehensive pastoral team which provides children and families with a range of support in school. This may involve advice and support through the Early Help Assessment process as well as attendance, behaviour and social, emotional and mental health needs.

Family Learning

The Learning & Skills team deliver a range of workshops which are open to parents and grandparents. They can be contacted on (01325) 405601 text us on 07932 869325 or email l&s@darlington.gov.uk

Outside of School:

[Together for Better \(Darlington Parent Carer Forum\)](#)

Darlington Parent Carer Forum (DPCF) is a parent led Forum for parents and carers of children and young people with Special Educational Needs (SEN) and disabled children and young people. Contact: 01325 254848

[SEND Information, Advice and Support Service](#)

A service which supports parents/carers of children who have or may have special educational needs. Contact: 01325 405878

[National Autistic Society](#)

UK charity for autistic people (including those with Asperger syndrome) and their families. 0808 800 4104 (Helpline)

Darlington Association on Disability (DAD)

An organisation led by disabled people, which exists to promote independence and choice. DAD supports disabled people, including children and carers through the provision of services, support and information and by tackling issues affecting disabled people, both locally and nationally. DAD can provide Independent Support to young people and families in Darlington going through the Education, Health and Care Plan process. Contact: 01325 489999 Email: mail@darlingtondisability.org Website: <http://www.darlingtondisability.org>

Daisy Chain

Daisy Chain is a unique charity, based in Norton, Stockton-On-Tees, which exists to support families affected by Autism Spectrum Conditions, living within postcodes TS and DL. Contact: 01642 531248

Darlington People & Families Information Support

People & Families Information Support provides free, impartial information and advice for: Children and Young People Families Adults and Older People People with a physical, visual or hearing impairment People with a learning disability or mental health need. Contact: 01325 406222

Health Visiting Service

Health visiting teams provide a service to all families with children up to the age of five years. Contact: 03000030013

School Nursing

The School Nursing team is made up of school nurses, who are registered nurses with specialist qualifications in school nursing. They deliver the Healthy Child Pathway to children and families within Darlington. Every school has a named school nurse at West Park Academy this is Shunara Quinn. Contact: 01325 746223 / 01325 746232

Further support services can be found by accessing Darlington's Local Offer;
<https://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

Where can the LA's local offer be found? How have we contributed to it?

Every Local authority is required to publish information about services they expect to be available in their area for children and young people, from birth to 25, who have Special Educational Needs and/or Disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. The intention of the Local Offer is to improve choice and transparency for families. By putting all the information about education, health and care services, leisure activities and support groups in one place.

Darlington's Local Offer can be accessed on our website or at;
<https://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

Schools in Darlington utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Monitoring Arrangements

This policy and information report will be reviewed by SENCO & Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trustees.

Supporting Children with Medical Conditions

The Code of Practice also places a duty on schools and academies to make arrangements to support children and young people with medical conditions. Children with medical needs have the same rights of admission to the Academy as any others. Most children will, at some time, have short-term medical needs – perhaps finishing a course of medicine. There are some who have longer term needs and may require medicine on a long-term basis to keep them well, such as children with cystic fibrosis or epilepsy.

Staff managing administration of medicines, and those who administer the medicine, should have received appropriate training and support from health professionals. Robust systems are in place to ensure that all medicines coming onto school premises are managed safely. Parents are primarily responsible for obtaining supplies and administration of any medicines prescribed for the pupil. Ideally medicines will be self-administered by the pupil (if mature enough) with staff supervision.

In some cases staff may be required to give intimate care in such instances staff will conduct themselves in a professional manner, treating the child with respect and sensitivity, encouraging the child to undertake as much of their care as possible.

Details of support will be specified in Individual Health Care Plans (IHPs) which are completed with the parent/s by the Home School Family Coordinator and are updated termly.

Where a child also has a special educational need their provision is planned and delivered in a coordinated way with the health care plan and may become an EHC plan if sufficient need is identified.

Further details can be obtained by accessing the **Academy's Health and Safety Policy, Intimate Care and Medical Policy**.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

(See SINGLE EQUALITY SCHEME on website)

Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)