



# The Federation of West Leigh Infant School and Backwell C of E Junior School



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Executive Headteacher: Mr Nick Webster

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## Federation SEND Policy

This policy should be taken and used as part of the Federation of West Leigh Infant School and Backwell Church of England Junior School's overall strategy and implemented within the context of our vision, instrument of government, aims and values.

### Compliance

This policy complies with the statutory requirements set out in the SEND Code of Practice (2015) and the Equality Act (2010).

The SEND Code of Practice can be accessed at: <https://www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities>

### Rationale

The Federation of West Leigh Infant School and Backwell Church of England Junior School is committed to supporting children with special educational needs and disabilities to reach their full potential, to participate as fully as possible in all aspects of school life and to make a successful transition in their education. In order to achieve this, the Federation recognises the need to work in partnership with parents and other relevant agencies and, wherever possible, to seek the views of the children themselves.

### Aims

- To ensure that any additional needs are identified, assessed and provided for at the earliest opportunity.
- To ensure that children with additional needs receive appropriately differentiated learning giving them access to all aspects of the curriculum.
- To provide children with resources that will enable them to work at a level appropriate to their age and developmental stage, and will promote greater independence.
- To ensure the active involvement of parents/carers and the children themselves in developing appropriate SEND provision.
- To ensure that staff and governors understand their responsibilities in relation to children with SEND and that these responsibilities are fulfilled.

### Provision

North Somerset Council has a statutory duty to provide services for children with SEND. For more information see: <http://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/> Through these services both schools can access training and support. Where needs are of a medical nature the Federation will liaise closely with relevant health care professionals. Children with the most complex special needs are supported through Educational Health Care Plans. These are statutory in nature and subject to annual review.

### **Identification. What is SEND?**

- A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision. *Ref: SEND Code of Practice 0-25 September 2014.*
- A pupil has SEND if they have a significantly greater difficulty in learning than most pupils of the same age.
- A pupil has SEND if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- A pupil has SEND if they have educational provision or training provision that is additional to, or different from, that made generally for other pupils of the same age.

Four broad areas of learning may be addressed through SEN provision:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

### **Meeting the needs of children identified with SEND**

Provision for children with SEND will be made in the following ways:

- All children will receive quality first teaching and learning differentiated to suit their needs. The Federation promotes a 'Learning Without Limits' agenda, which encourages children to become independent learners and to self-select resources and appropriate levels of challenge.
- Children's progress is monitored using on-going assessment. Where a child's progress gives cause for concern this will be discussed between the class teacher and SENCO at one of their regular Review Meetings.
- Children with identified needs will receive targeted teacher planned interventions as part of regular classroom teaching.
- The Federation will make reasonable adjustments to the school environment to accommodate children with disabilities, including the provision of auxiliary aids and services.
- Where children are felt to have specific needs these will be discussed with parents/carers with a view to seeking advice and support for the child from relevant external agencies. Such referrals will require parental consent.
- Children with specific identified needs will have termly support plans drawn up by class teachers. These will include recommendations from any external agencies involved with the child and will be closely monitored by the SENCO to ensure positive outcomes. They will be shared with parents/carers and with the children themselves together with Provision Maps which will give details of support strategies and any additional interventions.
- For children formally identified as having SEND the Federation will receive additional funding to support that child's learning. Additional top-up funding may be available in some circumstances. The Headteacher, in consultation with the SENCO, will determine how any additional funding is spent (usually in providing specialist teaching programmes and resources, additional training for staff and in some cases 1:1 support.)
- Individual Support Plans and Provision Maps will be reviewed with parents/carers and children at the end of each old term, usually by the class teacher. In some cases the SENCO may also attend.
- Children requiring extra transition support will be given further opportunities to visit their new settings and meet their new teachers, usually in the company of the schools learning mentor. Such visits will be in addition to transition programmes already in place.

### **Involving parents and pupils**

- The Federation seeks to engage parents/carers actively in all aspects of their children's learning. As such class teachers will discuss any issues relating to a child's progress - as well as strategies to address these issues - through formal parent's evenings and other informal communication. Where a special educational need is identified parents/carers will be involved in developing a Provision Map for the child to address the identified need. The child will also be involved in this process. Parents and children will also be involved in reviewing progress and in amending Provision Maps.

## **Roles and responsibilities**

- The **Special Educational Needs and Disability Co-ordinator (SENCO)** will support the Headteacher and Board of Governors in developing policy, and strategic planning and development in relation to SEN. The SENCO is responsible for the day-to-day operation of the policy and for co-ordinating provision. The SENCO is a point of contact for external agencies, including the local authority and its support services.  
The Federation SENCO is Ellie Jenkins.
- The **Board of Governors** is responsible for determining the Federation's policy and provision for SEN, having oversight of funding arrangements and monitoring the effective delivery of SEN support. The SEN link governor is Angus Urquhart.
- The **Headteacher** is responsible for the day-to-day management of SEN provision, including the allocation of funding. The Headteacher will keep the Board of Governors fully informed of levels of need and the effectiveness of provision within the Federation, as well as reporting on issues relating to the funding of SEN provision.
- All **teaching and support staff** must be fully informed of the Federation SEN policy and be fully aware of school procedures for identifying, assessing and making provision for pupils with SEN. Class teachers must identify and take into account pupils' special needs and developmental levels when planning and setting learning outcomes.