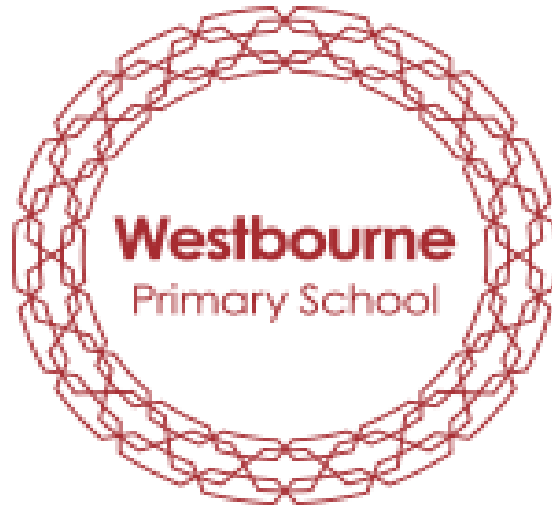


# Westbourne Primary School



# SEND Information Report 2024



Implemented: September 2024  
Review Date: September 2025



# Westbourne Primary School

**Enter to Learn, Learn to Achieve**

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## **Introduction**

Westbourne is a two-form entry primary school located in Manningham, Bradford. Our percentage of SEND children is above national average. We are a dedicated and hardworking school that aims to raise standards and broaden the range of experiences available for all our pupils. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used. Learning plans are used to ensure appropriate progress targets are set to provide a curriculum matched to their needs. We ensure that all activities can be accessed by all and additional support is provided if necessary.

The Priestley Academy Trust SENCOs continue to work together regularly to share information, provide collaborative solutions to support individual needs in our schools, extend and embed the inclusion of SEND pupils in whole school systems, eg. assessment and data recording and training. This year we have established effective systems to advertise and recruit new SEND support staff for all our schools when required. Going into 2025, we will be working with Craven College to train Apprentices to work with these pupils.

In 2023-24, the PAT Central Team has continued to arrange training for senior leaders and SENCOs with consultant SEND Law specialists. They arranged an emergency funding panel with the Bradford SEND team which challenged funding for some pupils with an EHCP, leading to uplift in funding to meet requirements of EHC provision in school. SENCOs have benefited from continued access to SEND Legal advice as and when required throughout the year.

We have continued to work closely with the Educational Psychology Team, through sessions commissioned and directed in each school. We have used the Bradford's SCIL Team offer to schools to address pertinent needs, according to each school's priorities. We met with the Team leader twice to receive up to date information about their offer to schools, and to feedback our views on the changes to this service. Collaboratively, our schools received staff training from Cognition and Learning Needs Team and Social and Emotional Needs Team, to ensure our classrooms are nurturing and able to meet the needs of all learners.

SENCOs across the trust have attended CAER research training, and the Schools' Forum with Health professionals, adding to discussions pertinent to our settings. Some schools continue to support Bradford's Neuro Diversity research project to trial a screening tool with Year 1 parents and pupils.

## **Who are the SEND Inclusion Team?**

Our SEND Inclusion Team consists of:

Rebecca Fowles: Special Educational Needs Coordinator

Ghazala Malik: Special Educational Needs Assistant

Appointments can be made with any of the above members of school staff through the Office 01274 483138.

The SENCO can be contacted at [Rebecca.fowles@priestley.academy](mailto:Rebecca.fowles@priestley.academy)

At Westbourne we have teachers and support staff who are:

- Able to support children using quality first teaching
- Able to use a variety of de-escalation strategies and key staff are trained in Team Teach de-escalation strategies.
- Trained to support children with ASD
- Trained in specialist ways of working with pupils with severe communication needs including Intensive Interaction and objects of reference
- Able to de-escalate complex behaviour episodes and safely manage pupils who are anxious
- Able to lead Lego therapy groups to develop speaking and listening skills
- Able to lead self-esteem and confidence workshops
- Able to work with children with attachment difficulties and trauma
- Able to identify concerns regarding mental health.
- Able to support children using emotion coaching
- Able to support children through 1:1 gardening, PE and outdoor provision
- Staff trained on supporting children with a variety of medical needs including allergies, asthma, epilepsy and metabolic disorders.
- Are confident supporting and advising parents of children with SEND needs.

This is our Local Offer to the pupils and families at Westbourne. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. This is subject to change depending on staff skills, budgetary constraints and policy review.

### **What is the rationale on SEND at Westbourne?**

**‘Our vision for children with SEND is the same as for all children and young people, that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.’**

SEND Code of Practice Department for Education 2014

**“Our philosophy at Westbourne is simple: Enter to Learn, Learn to Achieve. Our children, families and staff enter to learn new things and develop as people. When it comes for our time to leave Westbourne all of us have achieved. That achievement can be anything from writing our names, learning to ride a bike, to solving quadratic equations or learning to play the cornet. Our achievement is individual to us all and that’s our philosophy at Westbourne.”** Westbourne Philosophy

We are committed to providing an appropriate and high quality education for all children living in our local area. We believe that all children, including those identified as having Special Educational Needs and disabilities have a common entitlement to a broad and balanced curriculum, which is accessible to them, and which includes them in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Westbourne Primary School is committed to inclusion; responding to learners in ways which take account of their varied life experiences, learning styles and individual needs. We provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

### **How are children with Special Educational Needs identified?**

“Pupils are identified as having SEN when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority.” (SEND Code of Practice Department for Education 2014)

The school’s system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at a satisfactory rate, and who may have additional needs. This includes:

- Early Years progress observed and measured in Development Journal and plotted on Progress for Children in the EYFS Grid (September 2019)
- Progress measured against the P level descriptors (B Squared 2014) and plotted on Progress for School Age Children Grid (September 2019)
- Standardised screening and assessment tools: Sandwell Maths, Salford Reading Test, Single word spelling test, Early reading observation and TALC blank level assessments
- Observations of behavioural, emotional and social development: Boxall Profile
- Evidence from an existing Education Health and Care Plan.
- Assessments by a specialist service, such as educational psychology, specialist teachers, speech and language therapists and other medical professionals identifying additional needs
- Another school or LA which has identified or has provided for additional needs.
- Use of the Local Authorities baseline assessment in reading, writing and maths.
- Assessment of progress on learning journey targets.

If a member of staff is concerned about the progress of a child be it academic, social or emotional they will complete a concern form which discusses the concerns, what has already been put in place and what further support is felt is needed. The child will then be observed by Miss Fowles or Miss Malik and next steps will be put in place.

### **How can parents/ carers raise a concern or complaint?**

Parents are always welcome to ask for an appointment to discuss any concerns about their child with the class teacher, Leader of Learning (LOL) and/or a member of the Inclusion Team. At Westbourne we offer an open door policy to encourages partnership with parents/ carers. As without a good working relationship with parents we cannot support the child to the best of our ability. Any concern should initially be raised with the class teacher or Leader of learning for their year group. If required a joint meeting with SENDCo will be arranged. Staff will complete a parental concern form and this can then be monitored by LOLs and the SENDCo.

If this is not sufficient refer to the school Complaint Policy for further steps.

## **The Graduated Approach to SEND at Westbourne**

At Westbourne we monitor pupils progress through a graduated approach, stepping up or back support as required. All SEND children at Westbourne will have a provision map. Provision Maps are produced termly to show the targets and support given for individual children. All provision maps are created by teachers and discussed with parents and children so decisions can be made collaboratively. These targets are set and worked on by staff, the children and parents. These plans are reviewed each term to see what progress has been made.

Some children may need a more in-depth plan (My Support Plan) to show what outside agencies suggest and to look at the additional support we can put in place in school. These do not provide any extra funding.

Children with more complex or varying needs may need an Educational, Health Care Plan (EHCP). These are issued by the local authority after an application and a waiting period. These plans do provide some funding for schools which could mean extra support in class for a percentage of the week, support on the playground, small group interventions and support from outside agencies.

In the Early Years school can also apply for the Early Years Inclusion Funding (EYIF). These plans are short term and will provide small additional funding to support the child.

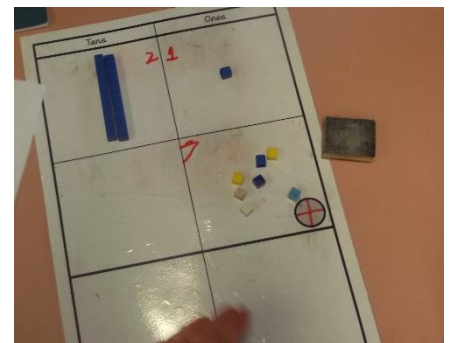
Information about the arrangements for identifying, assessing and making provision for children with SEND can be found on Bradford Council's LOCAL OFFER website:

<https://localoffer.bradford.gov.uk/>

## **Interventions**

### **How do we support children with accessing the curriculum?**

- Class teachers and staff in class know the profile of their class and individual needs; learning activities are planned to match children's learning needs. Support is provided by the Leaders of Learning (LOL) and SENCO when required.
- The environment is communication friendly, stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Classroom environments have neutral backings to prevent being over stimulating and visual timetables are in use in every class to make the routine predictable and accessible.
- Children may receive individual and /or group support within and/or outside the classroom dependent upon the individual needs of the child.
- Children supported through an Education, Health and Care Plan, will have support available from an additional adult/s directed by the Class Teacher and Inclusion Team.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.
- All staff know and understand the needs of all pupils.
- Additional provision will be made to ensure that children with SEND will get the most out of all educational visits. This could include a behaviour risk assessment, additional resources, smaller groups and additional visits outside ordinary class visits. This has been the case especially for trips to the swimming pool and on residential.

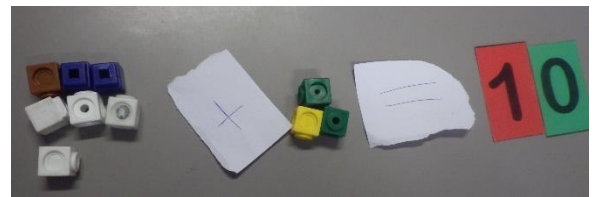


- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- School will work closely with parents providing them with support, resources and activities to work with children at home.
- Staff recognise that behaviour is communication and behaviour can impact access to the curriculum. Children who need behavioural support can access this through 1:1 gardening/Pe/outdoor provision, counselling or through support from Bradford's Social, Emotional and mental health team.
- See current Accessibility Plan on school Web site



### **How do we support children with English and Mathematics?**

Strategies and interventions are in place to support literacy and numeracy. All staff make sure the classroom environment have well-organised wall displays to support learning in all areas of the curriculum. Vocabulary is displayed and used freely to promote the importance of language in all we do. Concrete resources are readily available for all children to use.



For children with specific learning needs activities may include:

- Reinforcement and pre-teaching in small groups.
- Assessment tools (such as Cognition and Learning Team Baseline, Sandwell Maths assessment and Marie Clay Analysis of Pre Reading Abilities.)
- Regular training is delivered by Callum Ball (Head of Mathematics) and Conor Mahoney (Head of English) to ensure that all children's needs are supported through quality first teaching. This includes training from external professionals such as White Rose Maths.
- Maths lessons follow a mastery approach which starts every lesson with hands on equipment at the early stages of the topic and builds on the understanding. This means most children with SEND will be able to start lessons with peers.
- Daily purple pen interventions to challenge misconceptions and build confidence.
- This year we are hoping to see the return of a reading dog. These dogs come into school twice a month to read with children who are anxious about reading or need a confidence boost in this area. This develops confidence and resilience.



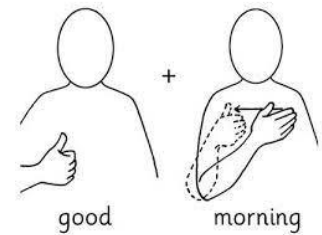
### **How do we support speech and language development?**

Children are referred to the Speech and Language Therapy service in consultation with parents. Support is given across school to work on targets set by therapists. If required we welcome therapists into school to observe pupils, or endeavour to attend workshops provided by the service to learn strategies to support individual pupils. During the last 4 years, due to Covid and over subscription, assessment have not been as readily available however school have worked closely with the Speech and Language Therapy service to complete assessments through teams, zoom and other online services.

Any targets set by a Speech and Language therapist will also be worked on in school. This ranges from modelling good spoken language to using colour coding to increasing understanding of a variety of nouns or prepositions.

Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities and the use of objects of reference.

In class all staff are introducing a variety of Makaton signs including 'good morning', 'good afternoon' and 'thank you'. It is an expectation throughout school and has benefitted children with ASD, speech impediments like stutters and children with low self-confidence.



### **How do we support pupils with Social communication difficulties?**

Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities. For some children with social communication difficulties. 'Social stories' or comic strip conversations may be used to help their understanding. Break-out areas are being identified and equipped across school, as required, to provide safe spaces for children to regulate their emotion before returning to their class. Key staff are trained in Positive Handling de-escalation strategies.

### **How do we support children with sensory needs?**



In our sensory den we have a variety of resources to help stimulate and develop sensory needs. This allows for specific sensory diet programmes to be delivered to children with physical and sensory needs. In classes, children who require additional sensory provision have access to a variety of resources such as fidget toys, wobble cushions, different textured pencil grips and more.

### **How do we promote positive behaviour?**

The Behaviour Policy describes the high standards of behaviour and conduct expected in school. We also put a greater emphasis on learning behaviours, which encourages children to make positive, safe choices leading to good outcomes. Our aim is to equip children with skills to manage difficult situations and overcome barriers to learning and behaviour. Some of this is developed through our SCARF PSHE curriculum but additional support can be completed through Art small group sessions, group gardening sessions and the development of social skills through commando Joes. This image is a collective piece of work completed by a group of boys who were struggling to work together. This activity developed their understanding of both their own behaviours and those of others.



We make sure a child's difficulties or challenges are known to all staff in order that they understand the possible reasons behind behaviour and how to respond. In class, a member of staff may support targeted children to stay on task and focussed on learning. In the playground, staff may involve targeted children in specific activities. Some children who find good behaviour choices a challenge may need additional help such as SEAL and Lego Therapy group intervention, home - school behaviour charts, one to one support. Where difficult situations have occurred, senior staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

As a school we have a good relationship with the behavioural team at Bradford. They have come in frequently to support staff in providing the best support for the children. This has then led to mentoring support, check-ins multiple times a day, peer mentoring, self-esteem and confidence groups and reward time being implemented.

In this academic year, Westbourne plans to work with the Mental Health Champions team to complete the Mental Health Champion CharterMark.

### **How do we support children's emotional well-being?**

Emotional well-being is supported primarily through Quality First Teaching and our school values of compassion and respect. In the last few years we have put a heavy focus on emotional well-being through the implementation of SCARF. SCARF focuses on:



## **S**afety, **C**aring, **A**chievement, **R**esilience, **F**riendship

In addition to SCARF we promote positive friendships through the use of 'circle of friends' or 'circle time' involving the whole class. Some pupils may benefit from SEAL and Lego groups or one to one intervention from trained staff.

Many children across the UK have been negatively impacted by the Covid Pandemic. We recognise that more children in our setting may need a higher level of support. Mental health Practitioners from the NHS are available to support on a 1:1 or small group basis. For children to access this support staff will speak with parents to gather a variety of information. The mental health practitioners will be providing a variety of staff training and coffee mornings for parents in this academic year.

As a school we have also invested in an external counselling service- Step 2 Counselling. They use play therapy to allow children to work at their own pace and discuss any concerns they may have. These referrals will always be discussed with parents and the children before being submitted.

Many children may just need 1:1 time with a trusted adult. At Westbourne we encourage this through 1:1 art/pe/outdoor provision support and through 1:1 wow book session with the class teachers or support staff.

Additional transactional or sensory support may be trialled and offered if necessary. School may also seek advice and support from external agencies, such as Educational Psychologist, CAMHS, or school nurse team, if necessary.





In 2021 Westbourne completed the Well-Being award. This has been granted for a period of three years.

This year Westbourne have also introduced My Happy Mind. This programme teaches the children all about their brain and pathways and explains how this impacts our emotions and well-being. This is done through short videos, stories, characters around the classroom and regular shout outs in assembly.



### **How do we support children's physical needs?**

We look to support children's physical needs primarily through Quality First Teaching and our school values of respect and responsibility. Specific curriculum subjects such as PE will be planned according to the needs of specific children. We also provide a higher level of support when appropriate.

In Reception all pupils work on developing additional gross motor skills, regardless of need, which ensures early identification of specific difficulties. Older children with mobility or sensory additional needs, or for whom Physiotherapists and Occupational Therapists provide specific advice and guidance, access small groups following planned activities to meet their needs and develop their gross motor skills. for target children.

Fine motor skills are developed through access to activities to strengthen muscles and improve handwriting. These are delivered in class during independent learning times, or as a small group independently.



Any Pupils with long term mobility difficulties would have risk assessments completed by key staff and verified by the Senior Leadership Team. These are reviewed at least annually, as children move through the school. These risk assessments will discuss making reasonable adjustments so school can endeavour to ensure that all children with physical needs can access all areas of the curriculum.

### **How do we support children's medical needs?**

Members of the school nurse team visit school regularly to carry out planned checks and screenings with children. Individual Medical Care plans are written by SENDCO for children in conjunction with parents/carers and any other appropriate key staff and are reviewed yearly or as required. NHS care plans are also produced when required through meetings held with specialist nurses from the Haematology, Metabolic and epilepsy team to ensure the safety of specific children.

In school we have first aiders available for children and adults who are injured, or require regular medical procedures. Medicines are stored safely in the school office. There is a medicine policy which is adhered to.

Staff annually complete training in asthma, allergies, Epipens and any additional training as required. Inhalers and Adrenaline auto-injectors (Epi Pen) are in class and move around school with the class teacher. On trips we encourage the children to carry them. There is a team of staff who are first aid trained, and training is updated as required.

The school has Defibrillation equipment at a strategic point on site. All school staff have been trained in how to use this.

Meetings can be held with the kitchen manager, Miss Fowles and Parents at the beginning of each year to discuss allergies as required. Dieticians may also be included to produce individual diet plans when required. This happens termly when the menus change.



We have a variety of medical needs throughout school and encourage children and staff to develop their knowledge through fundraising days such as Epilepsy awareness and Wear Blue for Diabetes. We feel that education is vital to halt the stigma of medical illnesses and is Quality First Teaching for all!



### **The Loft**

For some children with EHCPs and a higher levels of need a bespoke curriculum is required. For these children the whole class curriculum may not be appropriate. The loft is a classroom set up for children in Year 1-6 with a higher staff to children ratio which runs every morning. Phonics, maths, reading a writing groups are led by a teacher and aimed at the individual needs. Children also have access to continuous provision including sand area, water play, role play area and a calming sensory space. Staff support children to engage on small group activities for increasing periods of time through activities such as magic bag.

The curriculum for the loft is designed to meet the needs of every child who attends- and is broken down into small achievable steps. Bradford SCIL Early Years specialist supports through staff training, support with planning and set up of the classroom to produce the best environment for every child. Baselines are completed for every child as they enter the loft, to monitor progress. Parents have access to the Tapestry App to follow their child's educational journey.



For foundation stage children there is also access to the little loft. The little loft is a small group area away from the classroom which provides a quiet and safe space which can be used by staff for small group intensive interaction sessions. This year class teachers have been provided with planning support and all staff have had training and modelling sessions to deliver these activities.

## How do we support children with additional needs with extra-curricular activities?

Some children at Westbourne may need additional support during break and lunch times. Buddies are frequently used, or an adult will be delegated to ensure the safety and social inclusion of pupils if necessary. Our art specialist provides support at lunch and playtimes to provide focused activities for those who struggle to access the playground environment independently.

We run a variety of after school clubs depending on the interests of staff and the needs of children. Clubs may include: art, a variety of sports clubs, puzzle club, maths club. This list is not exhaustive and changes termly. Places are available for any child who is interested on a first come basis.

Additional support will be provided if required, based upon the needs of the participating child.



Additional support has been given to SEND pupils in Year 4 when completing swimming lessons such as personalised risk assessments, staff in the pool and visits outside while the pool is being built. Additional support has also been given on the annual residential visit through additional staff, additional risk assessments, and working with outside agencies such as Social services to ensure access for all.

## How do we work in partnership with parents and carers?

At Westbourne we have an open door policy to encourage partnership with parents/ carers. A parent SEND policy is available to make the information more accessible for parents. This can be found on the school website. We book frequent review meetings and arranged these at the beginning or end of the day to link in with pick up and drop off which enables parents and carers to attend. We listen to what parents/ carers tell us about their children to develop learning plans which make sure everyone who works with a child understands their needs. We seek to help families access the best advice and support for their children.

We have half-termly SEND coffee afternoons where parents are invited to 'share a brew and a chat' where we discuss topics such as settling back into the school year. This is an opportunity to discuss any concerns and build relationships with other parents with children with SEND needs.

We have invited professionals such as Early Help, Early Years specialist teachers and SALT to attend.

Over the next 12 months we will be looking to invite external professionals to every session to share good practice and support parents at home. We hope by doing this it not only supports parents but develops an understanding of SEND needs in the local area.

**Westbourne Primary School**  
Enter to Learn, Learn to Achieve

**SEND Coffee Morning**

Do you have a child with Special Educational Needs?

coffee morning...

Come join us for a coffee and a chat!

**When: Monday 26<sup>th</sup> September 9:00-10:30**

**Where: SSA Kitchen**

**Topic: Settling back into school**

A chance to meet and talk with other parents with children with special educational needs.  
Miss Fowles and Miss Malik will be available to answer any questions.

## **How do we work in partnership with other agencies?**

Within school we have an extensive knowledge of services to support children and families in the local community. We liaise closely with external services including, but not restricted to:

- SEND Bradford Teams: High Incidence Team: Cognition and Learning, SEMH, Early Intervention and Autism; and Low Incidence Team : Visual and Hearing Impairment,
- High Park School Learn and Play, Outreach work for parents and Early Years children
- Educational Psychology Service (commissioned hours)
- Health Professionals: School Nurse, Occupational therapy, Physiotherapy, Paediatric Continence Team, Paediatricians and Hospital Consultants, Speech and Language Therapy Service, Child and Adolescent Mental Health Services, metabolic nursing team, metabolic dietician, haematology nursing team
- Social Care, Early Help agencies
- Family and Children's Centres.
- Parent Support Agencies including: SENDIASS (formerly Barnardo's)



**JOINT STATEMENT OF SCHOOL, GOVERNOR AND LOCAL AUTHORITY  
RESPECTIVE RESPONSIBILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL  
NEEDS AND/OR DISABILITY**

• **Introduction:**

This Statement sets out in summary form, the respective responsibilities of schools, governors and the LA in order to ensure that the additional needs of pupils identified as having special educational needs (SEN) and/or a disability are met; in a timely and effective way, with minimum bureaucracy.

Parents and carers need to feel confident that schools have secure systems in place and that they offer a flexible range of provision available to meet the individual needs of each and every-one of their children. They want to be listened to and treated with respect. Where children have additional needs and advice from outside agencies is required, parents want to be fully involved and also be confident that schools are able to respond to that need as quickly as possible. The LA is required to publish the arrangements for SEN. Parents and carers of children and young people will therefore be informed that all schools receive funding within the notional and delegated budget to enable them to make provision for children with SEN and that, schools have the autonomy to make arrangements from within their existing staffing or to seek external advice and support. Where a child has SEN and/or a disability, the responsible body is required to fulfil the following statutory duties under the Education Act 1996:

**Schools and Governors must ensure:**

- That to the best of their endeavours, the necessary provision is made for any pupil who has SEN.
- That where the head teacher or a nominated governor has been informed by a LA that a pupil has SEN, those needs are made known to all who are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- That they report to parents on the implementation of the school's policy for pupils with SEN.
- That they, have due regard to the statutory guidance within the current SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- The school must ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The current SEN Code of Practice explains there is a continuum of SEN and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code of Practice describes this as a graduated approach to addressing children's SEN. The Code suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.

If little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement. However, the Code is clear that the involvement of external specialists can play an important part in the very early identification of SEN and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEN continues to make little progress despite the support provided through the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, the school should consider asking the local authority to undertake a statutory assessment of the child's SEN, either as set out in Chapter 7 of the SEN Code of Practice or through a request for an education, health and care plan (Sept 2014).

- **Respective Responsibilities of the LA, School and Governing Body**

The policy of the LA and partners is to encourage all schools to provide for children with special educational needs within their own locality area in accordance with the Education Act 1996.

It should be remembered that additional resources for children/young people with SEN are provided to supplement schools' own resources and are not instead of them. It is not expected that resources will usually be delivered on a 1:1 basis with an individual child but rather there will be effective and flexible deployment of resources. Decisions on how best to support children/young people will always take into account the context within which the child is educated.

### **Funding for Pupils without a Statement of SEN or Education Health Care Plan (EHCP) September 2014**

Schools should make clear to Governors and parents the sum of money within the school's budget that has been generated through the school budget formula for SEN.

#### **Schools must:**

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENCO
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'
- Provide information on school arrangements for SEN to parents and governors
- Consider pre-emptive arrangements for pupils present and future with a disability

#### **Governors must:**

- Appoint an SEN Governor to have oversight of the arrangements for SEN
- Know how many pupils in the school have SEN
- Know how much money the school gets for SEN and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEN and/or disabilities
- Review and approve the SEN policy and any other relevant policies e.g.
- Monitor the expenditure on SEN
- Monitor the progress of SEN and ensure that the provisions specified in statements of SEN are made
- Ensure that SEN provision is integrated into the school improvement plan
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN

#### **The LA must:**

- Ensure a sufficiency of provision for pupils with SEN and review it annually
- Make arrangements for the Statutory Assessment of Pupils and maintain and review Statements of SEN and EHC Plans

- Publish information on SEN funding and provision
- Monitor the progress of children with SEN
- Provide information, support, advice and guidance to parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service

### **Right of redress:**

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability discrimination to the SEN and Disability Tribunal
- A complaint to the LA Ombudsman (Schools and LAs)