Westfield Academy

Seeing the qualities in every child

SEND Policy 2026-2027

ANNUAL POLICY

Approval Date: October 2026
Review Date: October 2027

Special Educational Needs and Disability (SEND) Policy

SLT Responsibility: Matt Reid (Deputy Headteacher - Inclusion)

Reviewed: October 2026

1.1. Special Educational Needs provision is an integral part of the mainstream curriculum and it is the responsibility of all of the teachers at Westfield Academy to provide for those individual needs in line with the SEND Code of Practice and Teacher's Standards. Westfield Academy has high expectations of all students, including those with SEND

1.2. All students in our school have an entitlement to a broad, balanced and relevant education so that they can reach their full potential and enhance their self-esteem.

1.3. The school supports inclusive education and will aim to educate students with special educational needs alongside their peers in mainstream education. Due consideration will be given to the appropriate wishes of the parents/carers and the resources available at the school to meet their needs.

1.4. Age, gender, race, creed or individual needs do not constrain any entitlement. All students are entitled to be valued equally and must be educated to their full potential.

1.5. The school will involve the parents/carers in the identification, assessment and delivery of special educational needs. At all times the School will aim to have close co-operation between all agencies concerned. We recognise that for support to be successful, parents/ carers, students, outside agencies and teachers all have to work together.

1.6. Students have a right to be heard and they are expected to participate in every decision concerning the provision made to meet their special educational needs. They are expected to attend review and progress meetings with their parents/carers, such as an annual review for those with an EHCP.

1.7. Where students are withdrawn on an individual basis or group basis, the fundamental principle of inclusion must be maintained.

1.8. Achievements made by students with special educational needs must be recognised, recorded and shared.

1.9. Westfield Academy will meet the needs of all students with Special Educational Needs by making the most efficient use of all available resources and strategies.

1.10. The Teachers' Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all students" Every teacher is a teacher of every child or young person including those with SEND

1.11. This Policy reflects the SEND Code of Practice, 0-25 guidance.

2. Legislative and statutory framework

This policy has regard to the following legislation, statutory guidance and national requirements applicable to schools in England:

- Children and Families Act 2014;
- Equality Act 2010;
- Special Educational Needs and Disability Regulations 2014, as amended;
- SEND Code of Practice: 0 to 25 years;
- SEND Regulations and requirements relating to SEN Information Reports;
- Supporting Pupils with Medical Conditions at School;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Working Together to Improve School Attendance, current statutory guidance;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, current statutory guidance;
- current Department for Education guidance on the statutory SENDCO qualification;
- relevant Joint Council for Qualifications (JCQ) guidance concerning access arrangements and reasonable adjustments;
- relevant local authority SEND arrangements and Local Offer.

The Academy will review this policy when significant changes are made to statutory requirements or national guidance and will undertake a formal annual review.

3. Principles and values

Westfield Academy is committed to the following principles.

3.1 Inclusion

Pupils with SEND will, wherever appropriate, be educated alongside their peers in mainstream provision.

The Academy will seek to remove barriers to participation and learning and will make reasonable adjustments where required by the Equality Act 2010.

3.2 High expectations

The Academy will maintain high expectations for pupils with SEND and will avoid making assumptions about what a pupil can achieve because of a diagnosis, disability or identified need.

Provision will focus on strengths as well as areas of difficulty.

3.3 Early identification

The Academy will seek to identify SEND at the earliest appropriate opportunity. Identification will not depend solely upon formal diagnosis or standardised testing.

3.4 Participation

Pupils with SEND will be supported to participate in decisions about their education and provision.

Their views, wishes and feelings will be considered in an age- and developmentally appropriate manner.

3.5 Partnership

The Academy recognises parents and carers as important partners in supporting their child's education.

The Academy will work constructively with parents/carers, pupils, external professionals, the local authority and other agencies.

3.6 Evidence-informed provision

The Academy will seek to use approaches that are supported by evidence and appropriate to the individual pupil.

Interventions will have a clear purpose, identified outcomes and arrangements for evaluating impact.

3.7 Preparation for adulthood

Provision will support pupils to develop independence, confidence, communication, self-advocacy, resilience and the skills needed for successful transition to further education, employment, training and adult life.

Identifying Special Educational Needs

Special Educational Needs

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

1. a) Has a ***significantly greater difficulty*** in learning than the majority of others of the same age, or

2. b) ***Has a disability which prevents or hinders him or her from making use of facilities*** of a kind generally provided for others of the same age in a mainstream school.

Many students and young people who have SEND may have a disability under the Equality Act 2010 – that is '*..**a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*** This definition provides a relatively low threshold and includes more students than many realise: '***long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'.*** This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

(SEN Code of Practice 2014)

Disability:

The Equality Act 2010 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - Equality Act 2010 Guidance

The clear starting point in the statutory guidance is that disability means "limitations going beyond the normal differences in ability which may exist among people".

"Substantial" means "more than minor or trivial". Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

"***Long term" means the impairment has existed for at least 12 months***, or is likely to do so.

Factors that might reasonably be expected to have a substantial adverse effect include:

● ***persistent and significant difficulty in reading and understanding written material*** where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multisensory impairment;

● persistent distractibility or difficulty concentrating across the curriculum;

● difficulty understanding or following simple verbal instructions across the curriculum;

Factors that might reasonably be expected not to have a substantial adverse effect include:

● minor problems with writing or spelling;

● inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;

● inability to concentrate on a task requiring application over several hours.

4. We use the SEND Code of Practice

4.1. The SEND Code of Practice identifies four broad areas of need.**:**

4.2 Communication and interaction

This includes pupils with speech, language and communication needs and pupils who may experience difficulties with social communication and interaction, including autistic pupils.

Needs may include difficulties with:

- understanding language;
- expressing ideas;
- social communication;
- understanding social situations;
- reciprocal interaction;
- processing verbal information;
- interpreting communication.

4.3 Cognition and learning

This includes pupils who may experience difficulties with:

- literacy;

- numeracy;
- memory;
- processing information;
- working memory;
- attention and concentration;
- specific learning difficulties;
- moderate, severe or profound learning difficulties.

Specific learning difficulties may include dyslexia, dyscalculia and dyspraxia.

4.4 Social, emotional and mental health

Pupils may experience a wide range of social, emotional and mental health needs.

These may manifest through:

- anxiety;
- low mood;
- difficulties with emotional regulation;
- difficulties forming relationships;
- withdrawal;
- persistent distress;
- difficulties with attention and impulse control;
- behaviour that communicates an unmet need.

The Academy will seek to understand the underlying needs of pupils rather than assuming that behaviour alone represents deliberate non-compliance.

SEND provision does not replace the Academy's safeguarding responsibilities or its responsibility to respond appropriately to mental health and safeguarding concerns.

4.5 Sensory and/or physical needs

This includes pupils with:

- hearing impairment;
- visual impairment;
- multisensory impairment;
- physical disabilities;
- sensory processing differences;
- long-term physical health conditions where these create special educational needs.

The Academy will consider both reasonable adjustments under the Equality Act and special educational provision under the SEND framework.

4.6. The Academy recognises that a range of factors can affect progress, attainment, attendance, behaviour and participation.

These may include:

- attendance and persistent absence;
- health and wellbeing;
- English as an additional language;
- disadvantage;
- being a child looked after by the local authority;
- being a child previously looked after;
- being a child of a service family;
- family circumstances;
- bereavement;
- changes in circumstances;
- gaps in prior education.

These factors do not, in themselves, constitute SEND.

However, they may coexist with SEND and will be considered as part of a holistic assessment of a pupil's needs.

Low attainment alone does not automatically mean that a pupil has SEND.

Similarly, a pupil should not be identified as having SEND solely because they have EAL, are disadvantaged, are looked after or have attendance difficulties.

5. The graduated approach of The Westfield Academy:

Identification

5.1. We should receive information from the student's previous school informing us if they have special educational needs.

5.2. We further compile information about each student through CATs (Cognitive Ability Tests) and Dyslexia Screener. Results from these may trigger further testing to establish the full needs of the child. The SEND Manager and SENDCo are qualified in testing with PATOS and CPT3A British Psychology Society (BPS) in psychometric testing at Masters level (Level 7 qualification) respectively.

5.3. We will carry out additional assessments to support applications for Exam Access Arrangements and to provide teaching and support staff with a detailed picture of need. This will adhere to the JCQ

Reasonable Adjustments, produced and amended annually. This document can found via the link below:

https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025_FINAL.pdf

5.4. The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve his or her best at Westfield Academy (11-16 academy).

5.5. Westfield Academy uses the graduated approach set out in the SEND Code of Practice.

The Academy does not operate a statutory "Wave 1, Wave 2, Wave 3" model.

Provision is understood through:

1. high-quality inclusive teaching and ordinarily available provision;
2. SEN Support where a pupil requires special educational provision additional to or different from that normally available;
3. provision specified in an Education, Health and Care plan where an EHC plan is in place.

The Assess, Plan, Do and Review cycle applies to SEN Support.

5.6. If a young person needs support and is identified as Wave 1, 2 or 3 we will:

- assess the needs of that student to clearly identify their area of need and write an Individual Learning Plan

5.7. A letter outlining the Individual Learning Plan will be sent home once a year. This will be in addition to the normal reporting arrangements.

5.8. Some SEND young people may need support from professionals outside of the school setting to achieve a successful learning journey. If this is the case, then those views will be considered in drawing up an Individual Learning Plan. This could include:

- Parents seeking medical advice about the young person.
- School requesting Educational Psychologist involvement with the young person.
- School requesting advice from specialist teacher advisory teams.

6. EHCP

6.1. The EHCP has replaced the Statement of Educational Needs. It will include in one document: Special education provision, health provision and social care provision.

6.2. Somerset County SEND team are responsible for ensuring EHCP reviews are held by the school at least once a year to make sure that the student is making progress.

7. High-quality inclusive teaching

7.1 High-quality teaching is the first response to pupils who may have SEND.

Every teacher is responsible for adapting teaching to respond to the strengths and needs of individual pupils.

Inclusive teaching may include:

- clear explanations;
- explicit teaching of vocabulary;
- effective modelling;
- appropriate scaffolding;
- chunking and sequencing of learning;
- checking understanding;
- appropriate questioning;
- visual support;
- structured opportunities for practice;
- explicit teaching of strategies;
- appropriate use of technology;
- accessible resources;
- appropriate adaptations to tasks;
- flexible grouping;
- opportunities for overlearning and retrieval;
- effective feedback;
- consideration of sensory and environmental needs.

Teachers will use information about individual pupils to inform their planning and teaching.

The presence of a teaching assistant does not remove the teacher's responsibility for the progress, participation and learning of a pupil with SEND.

Teaching assistants and SEND support staff

7.2 Teaching assistants and other SEND support staff make an important contribution to inclusion.

Their role may include:

- supporting pupils to access learning;
- implementing agreed interventions;
- developing independence;
- supporting communication;
- facilitating participation;
- supporting regulation;
- providing targeted intervention;

- collecting appropriate evidence of impact;
- contributing to reviews;
- supporting transition.

Support staff will not routinely be used as a substitute for high-quality teaching.

The Academy will seek to avoid creating unnecessary adult dependency and will promote pupils' independence wherever appropriate.

Teaching assistants will work closely with teachers and relevant SEND leaders.

8. Supporting students and families

8.1. The school has a statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act. This report is updated annually and published on the school website in accordance with statutory requirements.

8.2. The Westfield Academy works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs.

8.3. Listed below are some of the outside agencies with whom we work collaboratively:

- Somerset SEND Service;
- Somerset Alternative Provision;
- Educational Psychologists;
- Hearing Impairment Specialist Advisor
- Visual impairment Specialist Advisor
- Physical disability Advisor
- Occupational Therapists
- Physiotherapists
- CAMHS
- Forensic CAMHS
- NSPCC
- Children's Services
- Health Services – Diabetic Nurse; Asthma Nurse

8.4. To ensure SEND children are able to access exams and other assessments we compile information about their 'history of need', CAT (Cognitive Ability tests) and The SENDCO and SEND Manager are qualified to carry out additional assessments, and will individually assess each student (No earlier than year 9) to support applications for Exam Access Arrangements. The SEND Manager leads on Access Arrangements with support from teachers, support staff, exams office and the senior leadership team to determine and implement arrangements and for internal school tests, mock exams and external exams.

8.5. To support the transition of students, we work with individual students according to their needs. We meet with the feeder schools so they can share the information on SEND children, identifying

their needs and barriers to learning. Children are invited to attend additional transition visits to the school to meet key support staff, SENDCO and identify key places in the school.

9. Training and Resources

9.1. SEND is funded through the EHCP funding and a budget of £1000. Additional funding from the Local Authority is attached to specific students. This is used to support students in a range of ways including TA's, Training, IT resources, interventions and support.

9.2. The training needs of staff are identified as part of the performance review process and are met through a whole school programme of training and individualised targeted training opportunities.

9.3. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

9.4. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

10. Roles and Responsibilities

The Board of Governors

10.1. Governors are responsible for:

- Ensuring that there is appropriate provision for students identified as having a special educational need or an EHCP.
- Reporting to parents
- Appointing a governor to liaise with the SEND Department

The SEND Governor

10.2. At Westfield Academy the SEN Governor is Kay Lane.

10.3. The SEN Governor has a strategic role. It may however involve the following:

***Developing and maintaining an awareness of special needs provision in the school on behalf of the Board of Governors*.**

- Understand how the responsibilities for SEND provision are shared within the school

● Meet the SEND Coordinator (SENDCO) to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEND policy

● Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND students are actively involved in all aspects of school life

● Take opportunities to meet and talk with parents of SEND children

● Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Supporting the implementation of the school's Special Educational Needs Policy

● Be familiar with the SEND policy and involved in its review and development

● Agree with the Board of Governors, the headteacher and the SENDCO the indicators which should be reported on by the school to the Board of Governors to say whether the policy is working, and the timescale for that reporting

● Ensure that the SEND policy is linked to the School Improvement Plan and the budget setting process

● Ensure that funds are allocated each year within the school budget specifically to cater for SEND students and to support the implementation of the SEND policy; be aware of the various headings under which the schools spends the SEND budget each year (i.e. resources, training, support assistants, SENDCO management time)

● Monitor and evaluate the use of these funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for students with SEND

● Encourage the Board of Governors to ensure that all school policies are consistent with the aims of the SEND policy.

Sharing information

● Provide support and encouragement for staff with SEND responsibilities and champion their role within the school; provide a channel of communication between the SENDCO and the Board of Governors

● Discuss the outcome of school visits with the SENDCO and the headteacher

● Encourage effective communication with parents on the school's support for students with SEND.

THE SENDCO

10.4. The SENDCO will be responsible for:

● Determining the strategic development of SEND policy and coordination of specific provision made to individual students with SEND and those who have an EHCP with the headteacher and governing body

● Day-to-day operation of the SEND policy and coordination of specific provision made to individual students with SEND and those who have an EHCP.

● Providing professional guidance to colleagues and work closely with staff, parents and carers and other agencies

Heads of Department

10.5. Heads of Department and Subject leaders will be responsible for:

● Ensuring their schemes of work / departmental lesson plans show regard to the SEND Policy

● Disseminating information provided by the SENDCO

● Monitoring the provision and progress of students with SEND

● Liaising with the SENDCO for the deployment of TAs.

Teachers

10.6. Teachers are responsible for:

● Knowing the special educational needs of their students

● Using this knowledge to inform planning and teaching

● Supporting students towards their ILP (Individual Learning Plan),

● Alerting the SENDCO to students for whom they may have a particular concern linked to learning (Early Intervention)

● Liaising with and providing the Learning Support Assistants with clear lesson objectives in advance of lessons

SEND Teaching Assistants

Line Manager: SENDCO - Pebble Francis
(email address: sendregister@westfieldacademy.co.uk)

10.7. Learning Support Assistants support students with their learning activities in the classroom. They work closely with teachers to make sure students not only enjoy learning in a safe and caring setting but are able to achieve successfully. TA's are also trained in a range of interventions, including Lego Therapy, Zones of Regulation and ELSA.

10.8. The role can include:

● reading for students who may find this difficult,

● helping students who need extra support to complete tasks - breaking down tasks into manageable chunks,

- helping teachers to plan learning activities and complete records
- supporting teachers in the classroom
- supervising group activities
- looking after students who are upset or have had accidents
- clearing away materials and equipment after lessons
- helping with outings and sports events
- taking part in training
- carrying out administrative tasks

10.9. An LSA will also support students with particular needs, working with them individually or in small groups

11. Send Information Report/Local Offer

11.1. The School SEND information report can be found on the school website.

12. Accessibility

12.1. Westfield Academy will identify and remove barriers to learning through applying the wave process as part of the school's continuum of provision.

This is supported by the school's Accessibility Plan, in line with the Equality Act 2010, which sets out how the school will:

- increase access to the curriculum
- improve the physical environment
- improve the delivery of information to students with disabilities

12.2. At Westfield Academy our premises are: Stiby Road, Yeovil, Somerset, BA21 3EP

12.3. Where needed, the school will try to deliver written information to students, staff and parents in as accessible a way as possible. We will make written information normally provided to our students available to students with disabilities.

12.4. Parents and carers can contact Learning Support by telephone, in writing or via email.

13. Complaints

13.1. The school has a Complaints Procedure that can be found on the school website. If concerns relate specifically to SEND provision, parents/carers may also seek independent advice, mediation, or appeal to the First-tier Tribunal (Special Educational Needs and Disability). Information on these processes is available via the Local Authority SEND Information, Advice and Support Service (Somerset SENDIAS).

The Academy aims to resolve concerns about SEND provision through early, constructive communication.

Parents/carers should normally raise concerns initially with the relevant member of staff or the SENDCO.

Where concerns cannot be resolved informally, the Academy's Complaints Policy should be followed.

Parents/carers may also seek independent advice from SENDIASS.

Where statutory rights of appeal or mediation apply, families will be provided with appropriate information about the relevant process.

The Academy will distinguish between:

- concerns about the school's SEND provision;
- complaints under the Academy's complaints procedure;
- disagreements concerning an EHC needs assessment or EHC plan;
- matters that carry a statutory right of appeal to the First-tier Tribunal (SEND).

14. Review

14.1. The SEND Policy will be reviewed annually.

15. Evaluation

15.1. Westfield Academy evaluates the success of its policy through reviewing and reporting annually on the following:

- Numbers of students identified on the SEND Register
- Improvement in reading and spelling of targeted students
- Progress of students in the core subjects
- Progress between KS2 and KS4 results

Appendix 1

Reasonable Adjustments to Uniform protocol

Protocol Statement & Rationale

Westfield Academy believes that a school uniform promotes a sense of identity, equality, and community. However, the school also has a statutory duty under the Equality Act 2010 to make 'reasonable adjustments' for children with diagnosed disabilities.

This protocol outlines a fair and consistent process for requesting and implementing reasonable adjustments to the uniform code. Its purpose is to ensure that no student is placed at a "substantial disadvantage" or faces a "barrier to attending school" due to the uniform requirements, while maintaining the integrity of the overall Uniform code.

Defining a Reasonable Adjustment

A reasonable adjustment is a change made to remove or reduce the effect of a student's disability. In the context of uniform, this may include adaptations to fabric, style, or specific garments.

The primary goal of any adjustment will be to find the minimum necessary variance from the standard uniform that enables the student to attend and participate fully in school life. Requests will be considered on a case-by-case basis, balancing the needs of the individual student with the school's commitment to a consistent uniform.

Procedure for Requesting an Adjustment

Parents/carers who believe their child requires an adjustment to the uniform Protocol should follow this procedure:

- **Step 1: Formal Written Request:** A formal request should be submitted in writing to the Head of Year and the school's SENDCO (Special Educational Needs Coordinator). The request should clearly state:
    - The name and year group of the student
    - The specific adjustment being requested (e.g., "a collared polo shirt with all other items of uniform in place").
    - The reason the adjustment is needed, explaining how the current uniform is a barrier.
    - Details of any alternative solutions that have already been attempted and proven unsuitable.
- **Step 2: Provision of Professional Evidence:** To ensure decisions are informed by appropriate medical guidance, the request must be supported by recent, relevant documentation from a qualified professional. This evidence should identify the student's needs and support the necessity of the requested adjustment. Examples of acceptable evidence include:
    - A letter or report from an Educational Psychologist detailing sensory functioning differences.

    - A letter from a paediatrician.
    - The evidence should explain *why* the adjustment is necessary e.g., a "hyper reactive tactile system" or sensory differences that cause "significant overwhelm" in the context of uniform.
- **Step 3: Consultation Meeting:** Upon receipt of the written request and supporting evidence, the school will arrange a meeting with the parents/carers and, where appropriate, the student. The purpose of this meeting is to discuss the request, review the evidence, and collaboratively agree on the most appropriate adjustment.
- **Step 4: Decision and Agreement:** Following the meeting, the school will provide a written decision. If an adjustment is granted, the agreement will specify:
    - The exact nature of the uniform adaptation.
    - The supplier/source of the adapted item, if applicable (which must be as close in colour and style to the standard uniform as possible).
    - A date for review (typically annually) to ensure the adjustment remains necessary and appropriate.

Confidentiality

All information and documentation provided as part of a reasonable adjustment request will be handled in accordance with the UK GDPR and Data Protection Act 2018. Data will be processed lawfully, fairly and transparently, used only for the purposes of supporting the student, and shared on a strict need-to-know basis with relevant staff and professionals.