

Special Educational Needs and Disabilities (SEND) Policy

Approval Date - September 2021

Review Date – September 2022

1. Aims

It is the policy of the Governors that Westfield Academy is a fully inclusive school. We seek to safeguard and promote the welfare and progress of all students including those with Special Educational Needs and Disabilities (SEND).

Our motto is “Seeing the qualities in every child”, with our aim being to ensure all of our students become successful, lifelong learners, confident individuals and responsible citizens.

We aim to deliver a whole school approach to managing the education of students with SEND. The SENCo and SEN team assist in the provision of a broad, balanced and differentiated curriculum, ensuring that all students achieve success commensurate with their ability.

This upholds a commitment to:

- Ensure that students with SEND have an entitlement to access the curriculum as offered to all students.
- Remove barriers to learning for our students with physical, sensory, cognitive, specific, medical, cultural, emotional and behavioural difficulties.
- Maximise the inclusion of students with SEND
- Identify, monitor and support students with SEND, maintaining and regularly reviewing a comprehensive SEND register.
- comply with national frameworks and legislation relating to students with SEND.
- Ensure the information in our website published SEND Information Report is accurate and up to date.

The SEN team works with others to support students with SEND, promoting and sharing experiences and information to develop the best possible practice. Provision is made to:

- Encourage and support all staff to improve their professional expertise regarding SEND.
- Establish and maintain links with feeder schools, other secondary schools, special schools, voluntary organisations and outside agencies that support students with SEND.
- Work effectively in partnership with parents in meeting their children’s SEND, appreciating their knowledge, views and experiences.
- Deploy staff and resources to support students and teachers, and respond positively and sensitively to students with SEND, creating a happy, stimulating and caring environment in which students can thrive.

2. Legislation and Guidance

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.

3. Definitions

A student has SEND 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

Name and contact details:

- The SENCO is: Mrs Julie Strange.
- Contact details: 01935 423747; julie.strange@westfieldacademy.co.uk
- Julie Strange is a member of the Senior Leadership Team (SLT)
- National Award for SEN (NASENCo) status: Julie Strange qualified in September 2017
- Persons responsible for day-to-day management of SEN: Miss Pebble Francis and Mrs Shelley Burton. Contact details: 01935 423747, office@westfieldacademy.co.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, 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 students' 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 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 students with SEN up to date

Some of the above tasks may be delegated.

4.2 The SEN governor

The SEN governor 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student 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 subject leaders and/or SEN staff to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Identification of SEN

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

5.2 Identifying pupils with SEN and assessing their needs

There are other needs, which are not SEN but which may impact on student progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of a Pupil Premium Grant
- Being a looked after child (or previously looked after)
- Being a child of a serviceman/woman

According to the SEND Code of Practice 2014 (6.15), "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age."

We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence

that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Monitoring and evaluation

This policy and information report will be reviewed by the Assistant Headteacher/SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to:

- Anti-bullying policy
- Accessibility policy
- Behaviour for learning policy
- Safeguarding (Child Protection) policy
- Equality and Diversity policy
- SEND Information Report

Mr Adam Dyer
Chair of the Governing Board
21 September 2021