

# SEND Policy

# 2025-2026

ANNUAL POLICY

# The Westfield Academy SEND Policy 2025-2026

## Special Educational Needs and Disability (SEND) Policy

**SLT Responsibility: Matt Reid (Deputy Headteacher - Inclusion)**

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 Where students are withdrawn on an individual basis or group basis, the fundamental principle of inclusion must be maintained.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

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## Compliance with statutory requirements and legislation:

2.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions April 2014
- Teachers Standards 2012

This policy also reflects duties under the Children and Families Act 2014, including Section 19 principles (participation of children and parents, early identification, and best possible outcomes), and is informed by the UK GDPR and Data Protection Act 2018 in relation to the handling of personal data.

## The Westfield Academy Ambition:

3.1. To ensure all students with SEND can access a broad, balanced and differentiated curriculum with high quality teaching.

3.2. To develop independent SEND students through a supportive learning environment, which helps all students to achieve confidence, resilience and self-esteem.

3.3. To encourage the development of social skills which will promote effective learning and positive social interaction.

3.4. To ensure that students with SEND needs are identified and provision allocated with maximum efficiency.

3.5. To formalise arrangements to track progress and support learning so that SEND students achieve or exceed expectations.

## Identifying Special Educational Needs

### Special Educational Needs

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

**A young person has a learning difficulty or disability if they:**

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

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2. b) ***Have a disability which prevents or hinders them 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.

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## 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.

## We use the SEND Code of Practice:

### 4.1. The SEND Code of Practice, 2014 provides four broad categories of need:

#### Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have a difficulty in saying what they want to, understanding what has been said to them or they do not understand the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have a difficulty with one, some or all of the different aspects of speech, language or social communication difficulties at different times of their lives.

Children and young people with Autism Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can all impact on how they relate to others.

#### Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including: specific Learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia, 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.

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## **Social, emotional and mental health difficulties:**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

## **Sensory and/or physical needs:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.2. These four broad areas give an overview of the range of needs for which the school should plan. The purpose of identification is to work out what action we as a school need to take, not to fit a student into a category. At Westfield Academy (11-16 academy), we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the student.

4.3. The following areas may also impact on progress and attainment;

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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## 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 be found via the link below:

[https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025\\_FINAL.pdf](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 their best at Westfield Academy (11-16 academy).

5.5. At Westfield Academy we adopt a graduated approach to SEND in line with the SEND Code of Practice 0–25.

- **High Quality Teaching (Wave 1):** Universal provision for all students. This is not SEND provision but includes differentiation and inclusive teaching.
- **SEN Support (previously Wave 2):** Additional and different provision for students identified as having SEND, following the Assess–Plan–Do–Review cycle.
- **Education, Health and Care Plans (EHCP) (previously Wave 3):** For students with the most complex needs where provision is specified in a legally binding plan.

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.

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## 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 Council 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.

## Teaching and Learning for SEND students

7.1. Students identified as Wave 1 through the reporting cycle will access tailored teaching in classes with additional, time-limited, tailored intervention support programmes.

7.2. The effective inclusion of all students occurs when:

- teaching is based on clear objectives that are shared with students;
- links are made to learning in different contexts;
- new vocabulary is carefully explained;
- lively interactive teaching styles are used and maximum use is made of visual and kinaesthetic as well as auditory / verbal learning.

7.3. Approaches of this nature are the best way to accommodate the learning of all students within each class.

7.4. In addition to high quality inclusive teaching some students will require Wave 1 intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy and to address their needs with Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Students may also be identified as Wave 1 if they have low levels of attendance or are underachieving.

7.5. Wave 2 intervention is support which will be designed to increase rates of progress and secure learning for groups of students, putting them back on course to meet or exceed national expectations. This may take the form of tight, structured programmes of small-group support.

7.6. Wave 1. intervention will be characterised by interactive intervention programmes such as 123 Maths and Lexia . This promotes independent learning and is accessible both at home and school. Wave 1 intervention is intended for students who can be expected to “close the gap” with their peers as a result of the intervention. Interventions at Wave 1 will be designed for students for whom a well- structured, short-term programme will enable them to make progress.

7.7. Students with SEND who may be included in Wave 1 interventions are students who can be brought back “on track”; that is those students whose attainment in English and mathematics is not significantly out of step with their peers. Students with SEND receiving Wave 1 intervention for English and /or mathematics may have special educational needs such as Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. These students will receive other forms of support such as ELSA, Social Skills groups, and Zones of Regulation.

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**Students identified as Wave 2 will access everything at Wave 1 plus increasingly individualised programmes.**

7.8. At Wave 2, students will have their needs addressed through inclusive teaching and in addition, will receive specific targeted approaches in terms of a SEND intervention. Students placed at Wave 2 will have particular needs related to Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Their needs will be likely to be greater, in terms of literacy and numeracy, than those students placed at Wave 1.

Students identified as Wave 3 will access everything at Wave 2 plus increasingly individualised programmes, based on independent evidence of what works. In addition, there is likely to be specific support such as Educational Psychologist; Specialist Teachers at Somerset.

7.9. Wave 3 will be support which will accelerate and maximise progress and minimise performance gaps. Wave 3 may entail one-to-one or very small group support to ensure that students achieve very specific targets

7.10. Provision at Wave 3 is likely to entail adjustment of learning objectives and teaching styles and/or the nature of support. Wave 3 may need to be a more intensive programme than that provided at Wave 2 and may involve individual support. At Wave 3, students will have access to SEND interventions to meet their needs. These students will have an Education, Health and Care Plan (EHCP). This will have a range of outcomes and provision that would be offered over a 3 year period to achieve the long term outcomes.

7.11. If Westfield Academy is unable to fully meet the needs of the student the school will seek the advice of external agencies. This need will be evidenced in a variety of ways such as lack of progress, falling attendance or a deterioration of behaviour. This would be discussed with parents and young people and reviewed on a regular basis.

7.12. If the school identifies a need for a statutory assessment, we would consult an Educational Psychologist. Parents would meet with the Educational Psychologist and the SENDCO to agree on a way forward. The school would act upon any of their recommendations which are not already in place and if there is no improvement the school would then, in consultation with parents, complete an application for statutory assessment to be carried out by the LA. This can take over 6 months.

## **Supporting students and families**

9.1. 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.

9.2. 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.

9.3. 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

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- Physical disability Advisor
- Occupational Therapists
- Physiotherapists
- CAMHS
- Forensic CAMHS
- NSPCC
- Children's Services
- Health Services – Diabetic Nurse; Asthma Nurse

9.4. 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.

9.5. 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.

## **Training and Resources**

10.1. 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.

10.2. 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.

10.3. 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.

10.4. 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.

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## Roles and Responsibilities

### The Board of Governors

11.1. 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 SEN Governor

11.2. At Westfield Academy the SEN Governor is (vacant).

11.3. 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 (SENDSCO) 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 SENDSCO 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, SENDSCO management time)

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- 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**

11.4. 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**

11.5. 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**

11.6. 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),

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- 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 - Alison Zebedee and SEND Manager – Pebble Francis  
(email address: sendregister@westfieldacademy.co.uk)

11.7. 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.

11.8. 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

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

## **Send Information Report/Local Offer**

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

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## Accessibility

13.1. 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

13.2. At Westfield Academy our premises are: Westfield Road, Yeovil, Somerset, BA21 3DB

13.3. 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.

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

## Complaints

14.1. 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).

## Review

15.1. The SEND Policy will be reviewed annually.

## Evaluation

20.1. 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.

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- 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.