

Special Educational Needs and Disabilities (SEND) Policy

Approval Date – November 2019

Review Date – November 2020

1. Vision, Ethos and values

“Every teacher is a teacher of every child or young person.” (Somerset Core Standards December 2016)

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 (SEN).

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 SEN. 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 SEN have an entitlement to access the full 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 SEN
- Identify, monitor and support students with SEN, maintaining and regularly reviewing a comprehensive SEN register.
- Fully comply with national frameworks and legislation relating to students with SEN.
- 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 SEN, 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 SEN.
- Establish and maintain links with feeder schools, other secondary schools, special schools, voluntary organisations and outside agencies that support students with SEN.
- Work effectively in partnership with parents in meeting their children’s SEN, appreciating their knowledge, views and experiences.
- Deploy staff and resources to support students and teachers, and respond positively and sensitively to students with SEN, creating a happy, stimulating and caring environment in which students can thrive.

The school accesses additional services and interventions, when necessary, to work with students therapeutically alongside the SEN team. We also have a Student Support Base that is permanently staffed.

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (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 (2014, updated 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Child Protection Policy
- Accessibility Policy
- Teacher Standards 2012
- This policy was created by the school's SENCo with the SEND Governor in liaison with the Senior Leadership Team, staff and parents of students with SEND.

Name and contact details:

- The person responsible for monitoring SEN provision is:
SENCO: Mrs Julie Strange.
- Contact details: 01935 423747, office@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 the Student Support Base: Mrs Shelley Burton and SEN Supervisor: Miss Pebble Francis
- Contact details: 01935 423747, office@westfieldacademy.co.uk

3. Characteristics of the school

Westfield is an academy providing education for students living in Yeovil and the surrounding villages.

Most support for students with SEN is classroom based and dependent on Quality First Teaching. If students fall behind in their learning because of their SEN needs, interventions are first put in place in the classroom e.g. dyslexia friendly strategies; differentiated tasks.

There is also an additional learning environment for students with SEN and for other students who may benefit from an additional supported environment. This is known as the Student Support Base (SSB). The SSB provides intervention which aims to accelerate the progress of students through small group or individual specialised teaching.

The SSB also provides behaviour intervention to support students who have social, emotional or mental health difficulties. The aim of these interventions is to provide support in removing the barriers that prevent these students from attending lessons or accessing the curriculum appropriately alongside their peers.

The SSB is additional to the teaching of SEN students through Quality First Teaching where classroom support strategies and interventions are already in place. All teachers are recognised and expected to be teachers of students with SEN in accordance with The Teaching Standards 2012.

4. Aims

Westfield Academy will ensure it meets the principles of the Code of Practice (2014:92), which are that we must: "use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN."

We must also, "ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN" (2014:92).

We do this so that all students:

- Achieve their best
 - Become confident individuals living fulfilling lives, and
 - Make a successful transition into adulthood, whether into employment, further or higher education or training.
- (SEN COP 2014:92)

5. Objectives of SEN Support

We enable all students to achieve potential through the following objectives:

- To identify and provide for students who have Special Educational Needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To provide a Special Educational Needs Coordinator (SENCO) and SEN Supervisor who will work with the SEN Policy.
- To provide support and advice for all staff working with SEN students.

6. Admissions and transition

Westfield Academy welcomes students regardless of learning difficulties and disabilities and has a clearly laid out Admissions Policy.

Where possible additional arrangements are made for all students admitted to Westfield Academy with Special Educational Needs to ensure their transition is successful. The school establishes transition plans and works closely with the primary SENCOs, feeder schools, colleges and parents.

Information about students' needs is shared with all staff prior to entry, where possible, and updated every year through Personal Passports (available in Class Charts) and as often as necessary throughout the year, in order to keep all staff as up to date as possible.

7. Views of learners, parents/carers and other stakeholders

i) Parental involvement

All parents have the opportunity to meet with the SEN Supervisor through parents' evenings and those on the SEN register have the opportunity to meet with a member of the SEN team on parent/tutor day (September 2019)

Annual reviews are held for all students who have an Educational Health Care Plan or who are funded at Higher Needs level through the Somerset banding system. This provides parents with a further opportunity to express their views on their child's progress and provision.

The SSB encourages regular contact with parents or carers; the level of this contact may vary according to the individual needs of learners and their parents or carers. This contact may include messages in student planners, email or phone contact, termly review meetings or transition review meetings.

ii) Student Involvement

Students attend annual reviews, parents' evenings and additional review meetings to discuss their progress and provision with key members of staff and their parents or carers.

iii) Governors

A member of the Governing body is named as the SEN Governor. This Governor meets with the SENCo during the year.

iv) External agencies

The local authority team including learning support advisor, educational psychologist and specialist services for children with physical, medical and/or sensory needs all liaise regularly with the school through the SENCO/SEN Supervisor and/or Heads of Year.

The school accesses services for child health care. This team also provides the services of a school nurse who advises on all medical issues including sexual health and relationships. A student health clinic is run in the academy weekly.

From Sept 2018, a school counsellor is available on site for one day a week and a referral system is in place for involvement with a student. In addition to this, the youth service and police community officers attend the school throughout the term to meet with students.

Meetings are held with the SENCO, the Learning Support (now linked with Virtual School and SENIT) and Educational Psychology services to provide support, advice or guidance.

The school also has links with local special schools where students may attend sessions for additional support; students may also come to Westfield for integration from a special school.

8. Identification of Special Educational 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.

(COP 6.17) Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all students. These seek to identify those making less than expected progress given their age and individual circumstances, characterised by progress which:

- 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

(COP 6.18) It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

(COP 6.19) The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of student and parents) the academy puts in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student’s response to such support can help identify their particular needs.

(COP 6.23) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. “Some learning difficulties and disabilities occur across the range of cognitive ability and, left

unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.” (COP 2014 p.96).

(COP 6.24) Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

The four main categories of SEN are:

- **Social and Communication.**
Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. Students with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction.
- **Cognition and Learning**
This includes Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD). This category includes dyslexia, dyspraxia and dyscalculia.
- **Social Emotional and Mental Health.**
This may include 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. Disruptive behaviour alone does not necessarily indicate a SEN.
- **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 include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), which will require specialist support and/or equipment to access their learning.
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. (Refer to Accessibility Policy).

These four broad areas give an overview of the range of needs that are planned for in SEN provision. The purpose of identification is to work out what action the school needs to take, rather than fit a pupil into a category. When identifying the needs of students, the needs of the whole child are considered, not just the special educational needs of the child or young person.

9. The Graduated Response

There is a graduated response to the meeting of students' special educational needs. At Westfield Academy, students will receive most of their support through high quality teaching. This includes:

- **Universal (in class support):** e.g. differentiated work, assessment for learning, multi-sensory teaching, additional time if required, alternatives to written recording; strategies listed on the student's Personal Passport. Sometimes a student will be supported in class by a teaching assistant.
- Westfield has a referral process, which enables Subject leaders and Heads of Year (HOYs) to refer students to the SEN team. This takes place either in fortnightly student concerns meetings involving the SENCO, HOY and Designated Safeguarding Lead or through completion of a Learning and Behaviour concerns sheet.
- Following referral the SENCO/SEN Supervisor may arrange for further diagnostic assessments to be carried out to identify individual specific needs. Where students have been referred because they continue to make inadequate progress despite intervention at Universal level, and they have a clearly identified SEN need, then the SENCO and SEN Supervisor will plan further interventions at SEN support. Sometimes participation in an intervention programme is enough to address any deficit in progress.

Students who continue to make inadequate progress and have an assessed SEN need, are then usually offered High Needs interventions. Often at this stage, external agencies such as Speech and Language, Learning Support Services or the Educational Psychology Service are involved.

These students are always identified as being in receipt of SEN support. Some may, at this stage, be in receipt of significant in class support or a flexible curriculum and may also be in receipt of High Needs top up funding and/or an Education, Health and Care Plan (EHCP). These students will have a "Personal Passport" (available in Class Charts) which outlines their needs and strategies that can help them in class.

All interventions are evaluated at the end of each half-term or term, to ensure students are making accelerated progress which is impacting on their academic, social, emotional and/or behavioural attainment.

The principle of the Code of Practice is: Assess, Plan, Do, and Review (COP 2014:100-102). The role of the SENCo is to plan and monitor the implementation of further interventions, in or out of class, and evidence their impact. All SEN Support and High Needs interventions are flexible depending on the progress made by students.

Interventions delivered by the SSB team may include:

- Social skills
- Speech and language therapy
- Emotional Literacy Support
- 1:1 key worker support
- Individual Literacy
- Life skills
- Study skills
- Touch typing
- Phonics based learning
- Numicon
- Spelling

10. Education, Health and Care Plans (EHCPs)

If a student continues to cause concern with regards to their progress despite adequate intervention they may be considered for a statutory assessment for an Education, Health and Care Plan. This will involve all agencies supporting the student and parents completing information about the child's needs and abilities. Once this information is collated by the local authority they will consider whether to assess for an Education, Health and Care Plan.

Further details concerning how to apply for an assessment can be found by referring to the SENDIAS (Somerset SEND information, Advice and Support). This offers free, impartial information and advice on matters relating to special educational needs and disability:

Telephone:01823355578

Email:info@somersetsend.org.uk

or visit the website: www.somersetsend.org.uk

An Education, Health and Care Plan will outline the needs of the individual, the objectives of the EHCP, the educational provision and the monitoring arrangements and, above all, the desired outcomes of any provision. The EHCP will identify a named school for the student and provide any additional information with regards to transport and/or medical need. The EHCP must be reviewed annually and at the point of transition.

11. Personal development and well-being

Access

The SEN team provides support to students to ensure they have access to, and have an equal opportunity to participate in all school activities. This may include support on external visits, attendance at college and other enrichment and curriculum enhancement activities. There is a separate Accessibility Policy (available on the school's website).

Care, guidance and support

The SSB provides students with a 'safe haven' at times of crisis or when feeling vulnerable. The SSB team will negotiate levels of support with students and staff and where applicable parents or carers. This may result in students being given additional time in the SSB during lessons, registration, before school, break and/or lunchtime. Staff make every effort to ensure students continue to access their curriculum through SSB support. All SSB staff are aware of and follow the school's policy for child protection.

12. Key roles and responsibilities

Governors

- Monitor this policy.
- Liaise with the Assistant Headteacher (Behaviour/SENCO) over the general arrangements made by Westfield Academy for the identification and assessment of students with individual needs.
- Ensure that an appropriate portion of the school's resources are allocated to meet the identified individual needs.
- SEN Governor contacts SENCO to discuss key issues.

Assistant Headteacher (Behaviour/SENCo/Pastoral/Designated Teacher)

- Line manages the work of the SEN Supervisor and SEN team.
- Ensures regular opportunities are available for in-service training.
- Ensures the SEN Governor is informed of current issues and provision.
- Writes SEN policy and ensures it is regularly updated and reviewed.

Deputy Headteacher

- Ensures an appropriate range of curriculum opportunities.

The Special Educational Needs Co-ordinator (SENCO)

- Line manages the SEN Supervisor and teaching assistants
- Ensures that all students issued with an Education, Health and Care Plan are reviewed annually in accordance with LA regulations, and that the recommendations of the Education, Health and Care Plan are upheld.
- Completes the annual audit, which identifies and recommends extra provision for those students with the most significant SEN.
- Attends regular meetings with individual Heads of Year to communicate concerns regarding students with SEN, monitors their progress and reviews their placement on the SEN register.
- Advises all staff on matters of SEN and liaises as appropriate with external support agencies.
- Manages a devolved budget and teaching assistant team.
- With support from the SEN Supervisor liaises with other external services and manages referrals to external services for additional student support.
- Manages the evaluation of the progress of students involved in this area of additional support.

The SEN Supervisor:

- Oversees the day-to-day running of the SEN department.
- Deploys teaching assistants
- Is responsible for reviewing Personal Passports
- Coordinates appropriate provision for students with SEN.
- Maintains the SEN register
- Coordinates Year 6 transition
- Coordinates all access arrangements for examinations

Teachers:

- Are responsible for meeting the needs of all students with SEN, liaising with the SENCO/SEN Supervisor regarding any cause for concern.
- Use personal passports to inform classroom practice, including target setting.

- Responsible for providing SMART targets for interventions in their subject specialism and monitoring the progress of these alongside the SEN supervisor.

Teaching Assistants:

- Liaise with the SEN Supervisor and Base Manager and will be kept informed of all issues via departmental meetings.
- Communicate with subject teachers to ensure the needs of the students are met.
- Support successful learning in the classroom.
- Withdraw students from some lessons for interventions and evaluate the progress made during the intervention.

Parents:

- Are responsible for ensuring regular school attendance, for supporting school policies, helping their child to cope with academic life and for informing Westfield Academy of any problems/concerns.
- Attend meetings to plan, monitor and evaluate provision for their child.

Students are:

- Responsible for co-operating with their individual personal passports.

Further information and support

Somerset's Local Offer can be found on www.somersetchoices.org.uk.

Westfield Academy's SEND Information Report can be found on the Academy's website.

Somerset SENDIAS (Special Educational Needs and Disability (SEND) Information, Advice and Support) can give children, young people (aged 0 to 25) and their parent carers information, advice and support about SEND.

Phone: 01823 355 578 **email:** SomersetSENDIAS@somerset.gov.uk

Related documents:

- Education Act 1996
- The Special Educational Needs and Disability Act 2001
- Removing barriers to achievement 2004
- Every Child Matters 2004
- Policy of the Local Authority
- Special Educational needs and disability code of practice 0 to 25 years July 2014

Related school documents (available on website):

- Accessibility policy
- Anti-bullying policy
- Behaviour for learning policy
- Child Protection policy
- Equality and Diversity policy
- Admissions statement
- SEND Information Report

J. Stange