



WESTFIELD HOUSE SCHOOL

Special Educational Needs Policy

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Person(s) responsible for Review:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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 pupil has SEN 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 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 Designated teacher:

- Work with the head of school and the governors to determine the strategic development of the SEN policy and provision in the school
- 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 budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 pupils with SEN up to date

4.2 The school governors

The governors 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 head of school and the designated teacher to determine the strategic development of the SEN policy and provision in the school

4.3 The head of school

The headteacher will:

- Work with the designated teacher, senior team and the school governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- 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, all of whom have EHC plans

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 the designated teacher and senior team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

5.2 Identifying pupils with SEN and assessing their needs

All students who attend Westfield House School have an Education, Health and Care Plan which identifies the school as the most appropriate provision for the young person. The EHCP identifies the young person's primary and additional needs. These needs are reviewed annually through the Annual Review Process.

5.3 Consulting and involving pupils and parents

On receiving a referral, the Head of school will make contact with the family and meet the young person (see admissions policy)

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Parents are invited to the school twice a year at least to review the progress and suitability of placement.

5.4 Assessing and reviewing pupils' progress towards outcomes

The academic progress together with the progress made against the students' individual objectives written into the Education, Health and Care Plan, is monitored regularly by the senior team and designated teacher. Where students are not making expected progress, staff work together to design, implement and evaluate interventions to remedy the situation. The school will communicate with parents about interventions and will work alongside parents to enable them to support learning at home.

The class or subject teacher will work with the Designated teacher to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. To ensure a successful school placement, the school operates an admission process whereby referral paperwork is carefully looked at. This is followed by a visit for the pupils into school with parents/carers and relevant professionals for an informal meeting. The final decision is arrived at by the school but always takes into account the pupils views and wishes.

At Westfield we work with a range of further education providers to ensure that we can offer a realistic and supportive progression route for the pupils.

Nicole May is the Careers Advisor (CEIAG) for Westfield House School and all pupils have regular meetings with her to identify future aspirations and to discuss ideas about college, training or employment.

Staff also assist with college application forms and attending interviews.

We have links with many local colleges and students from Year 10 onwards can access a work experience placement

We support the pupils to explore all opportunities that are available to them and will attend college trips with them and encourage further education providers to come into school on a regular basis to meet with the pupils.

All our pupils that left in 2017 and 2018 were successful in securing further education or employment

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

All students at Westfield House School have access to a broad and balanced curriculum. All classes are supported by a Teaching Assistant. As part of our practice we differentiate activities and tasks in lessons, ensuring that students are working on developing skills and knowledge to make good progress. In some lessons there may be elements of small group teaching or 1:1 withdrawal.

We run interventions to enable students to make progress with their literacy and numeracy skills. We emphasise life skills throughout our curriculum.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

We place high priority on the core skills of Literacy, Numeracy, Computing, Personal and Social Development, as well as a broad exposure to stimulating spiritual, moral, social and cultural experiences.

The school promotes full access to the National Curriculum, but this is suitably adapted to the individual needs of each and every student. Westfield House School is currently registered for up to 32 children in secondary phase education. All students at Westfield House School will have full access to the National Curriculum, which will be modified to take account of identified learning needs in a creative and engaging way.

The National Curriculum will be further differentiated to take account of particular needs, pace of working and style of learning. Any such adjustments will be made in keeping with the aims and objectives of Statements of Special Educational Needs or Education, Health and Care Plans (EHCPs). We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We believe in open and transparent working practice and will keep parents and carers, as well as placing authorities, fully aware of the provision offered to individual students. Teaching and learning at Westfield House School is developed in a creative and flexible way, which is planned with a thematic emphasis and cross curricular referencing. Each student will be provided with the means to be sufficiently equipped to make informed and realistic decisions at each stage in their development, which will actively contribute to enhancing progression and improving attainment.

In delivering our broad and balanced curriculum effectively, we understand that our students need:

- A safe environment;
- Tolerance, trust, respect and understanding; An engaging and stimulating bespoke curriculum that is entirely geared towards meeting their individual needs;
- A structured environment that factors in the need for flexibility;
- Targeted pastoral support to counter negative behaviours in the classroom and throughout the day;
- Therapeutic input that informs a whole school approach to managing complex behavioural and emotional needs;
- A sense of being a valued member of our school community
- A belief that they can succeed in an ever-changing world with new challenges and exciting opportunities.

Our students have failed to engage with the standard curriculum delivered by mainstream schools. Our broad and balanced curriculum is designed to meet their complex needs, by engaging them in academic learning and developing their life skills.

Qualifications and Certifications

Students have the opportunity to take GCSEs at the end of Year 11. Our curriculum is modified in terms of breadth of subjects offered; we offer a smaller range of subjects and more time is devoted to English Maths and Science lessons. We are an inclusive school and all our teaching focuses on providing intensive support for students, as individuals, who have individual strengths and weaknesses. We offer a range of qualifications that gives every one of them the opportunity to attain. One-to-one support is provided when appropriate and we are always flexible. We also try to have fun.

AQA – Some of our pupils find engaging in a full education programme challenging. To continue to offer recognition and ensure that we have a recognised way of recording achievement we use the AQA unit award scheme.

This allows recognition for any work that has been completed, however small and allows for pupils to receive certification at the end of their endeavours. AQA Unit Awards. Next Steps offer a range of resources that can be employed to complement and enhance the experience of learning at Westfield House School.

5.8 Additional support for learning

We have a high level of support staff for both teaching and pastoral /behaviour

5.9 Expertise and training of staff

Our designated teacher guides all staff in the management of SEN.

Professionals from other agencies including Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health support the work of the school when necessary working with us to devise strategies and offer training and advice whenever necessary.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the senior team and Head of School
- Holding annual reviews for pupils with EHC plans

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

We are committed to multi agency working to ensure that the needs of young person are met. Our work with other agencies is frequent, sustained and responsive to student and family needs.

Professionals from other agencies including Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health support the work of the school when necessary working with us to devise strategies and offer training and advice whenever necessary.

Important information about our pupils is circulated to the appropriate staff in a timely and professional manner to ensure that when any member of staff is interacting with your child, they will be doing so from a sound knowledge and understanding of your child. All staff follow a detailed Individual learning plan and positive handling plan when working with the children and changes are identified immediately and discussed in the daily staff meeting.

Every member of staff has been employed because they are committed to making a difference to the lives of young people.

Staff receive regular training. We ensure staff have access to a variety of training, so they are well prepared to support and assist the pupils.

We encourage students to use their student voice to raise any concerns or issues that they have. The student council meets regularly and discusses all relevant issues. Students are also involved in planning for their care and targets through IEPs, Annual Reviews.

We have an effective zero-tolerance approach to bullying.

All members of our school community are aware that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated

- Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences;
- Students will be involved in creating systems to support each other;
- Strategies such as Restorative Practice or buddying and befriending systems will be adopted as appropriate.

5.14 Working with other agencies

Professionals from other agencies including Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health support the work of the school when necessary working with us to devise strategies and offer training and advice whenever necessary.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Designated Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments'

5.16 Contact details of support services for parents of pupils with SEN

The school informs parents of any activities available in the local area – this is shared with them at regular meetings.

5.17 Contact details for raising concerns

Contact Jo Murray, Head of school 01553 827848

Jo.murray@westfieldhouseschool.co.uk

5.18 The local authority local offer

Our local authority's local offer is published on the school website.

6. Monitoring arrangements

This policy and information report will be reviewed by the Head of school, 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 our policies on:

- Accessibility plan

- Behaviour
- Equality