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Governing Body

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Date of review

**Signature Head teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Special Educational Needs Policy

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## **Part 1. Overview**

### **Statutory Framework**

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015).

### **Purpose**

Westfield Academy aims to provide all pupils with strategies for dealing with their needs in a supportive environment, we aim to:

- ensure that all students including those with difficulties and disabilities have equal access to a broad, balanced curriculum which is differentiated to support identified individual needs and abilities
- ensure that all teachers are aware it is their responsibility to meet the special educational needs of students
- share good practice
- ensure that all students make progress
- ensure that support will be provided by all staff and the learning support department.

The Academy will work to ensure that all stakeholders, whether students, parents or staff, are aware of their responsibilities and rights.

### **References**

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010 advice for school DfE Feb 2013
- SEND Code of Practice January 2015
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- Safeguarding Policy
- Teaching Standards 2012
- Teaching and Learning Policy

### **Review process**

This policy will be reviewed every two years or on the introduction of new or amended relevant legislation.

## **Part 2. Policy**

### **1. Introduction**

- 1.1. This updated Policy was created by Westfield Academy's SENCo.
- 1.2. Westfield Academy believes that each member of our community is unique. We acknowledge that some of our students require more support than others to achieve their life outcomes. We endeavour to provide accurate support for those identified students. Some of our pupils require timed interventional support whilst others require support throughout their time at Westfield Academy. We are an inclusive school we believe in our pupils, strive to support their academic and social development and celebrate their achievement in all aspects of life.
- 1.3. Particularly, we aim to:
  - empower our pupils to experience success
  - promote the individual's aspirations and expectations
  - ensure that all pupils have a rich and differentiated educational experience
  - promote equal opportunities for all pupils
  - ensure that pupils with SEND receive accurate information and have a voice within the community
  - identify, assess, record and regularly review student's progress and needs
  - involve parents/carers in the planning of provision
  - work collaboratively with parents, professionals and support services
  - ensure that the responsibility for SEN is held collectively by all stakeholders

## **2. Roles and responsibilities of the Governing Body, Head teacher, and Staff**

- 2.1. The provision for pupils with Special Educational Needs is a matter for the whole school. Each subject teacher has the responsibility of meeting the needs of all pupils in their class. It is their responsibility to be aware of the needs and respond appropriately. Quality First Teaching with differentiated lessons is the first line of response in meeting needs. All staff have the responsibility of helping a pupil realise his/her potential and for following the school's graduated approach to identify, assess and provide for their needs. (January 2015 SEN Code of Practice four part cycle-Assess, Plan, Do, Review.)
- 2.2. The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative, who takes particular interest in this aspect of the school.
- 2.3. The **Governing Body** will ensure that:
- SEND provision is an integral part of the school improvement/development plan
  - the necessary provision is made for any pupil with SEND
  - all staff are aware of the need to identify and provide for pupils with SEND
  - they have regard to the requirements of the SEND Code of Practice 2015
  - they are informed about SEND issues, so that they can play a major part in school self-review
  - appropriate staffing and funding arrangements for pupils with SEND are put in place
  - the quality of SEND provision is regularly monitored by the designated SEND Governor
  - they, and the school as a whole, are involved in the development and monitoring of this policy.
- 2.4. The **Head teacher** has responsibility for:
- the management of all aspects of the school's work, including provision for pupils with SEND
  - keeping the governing body informed about SEND issues
  - working closely with SEND staff within the school
  - notifying parents if the school decides to make special educational provision for their child
  - ensuring that pupils with SEND are given the opportunity to join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
  - ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- 2.5. The **Special Educational Needs & Disability Co-ordinator (SENCo)** is responsible for:
- overseeing the day-to-day operation of this policy
  - advising on the graduated approach to providing SEND support
  - carrying out assessments and observations of pupils with specific learning issues
  - coordinating the provision for pupils with SEND

- advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND so that they are aware of the strategies that are being used
- liaising with outside agencies, arranging meetings and providing a link between these agencies, teachers and parents
- maintaining the School's SEND records
- contributing to the in-service training of staff
- managing learning support staff
- ensuring that support staff are given up to date information relating to SEN pupils
- liaising with Hertfordshire's SEN Officers, SENCo's and class teachers in primary schools and the Year 7 Head of Year to help provide a smooth transition from one school to the other
- completing assessments and applying for Access Arrangements for external exams
- ensuring annual reviews for pupils with Education Health and Care Plans are completed
- consultation with Herts SEN with respect to pupil placement
- applications for assessment for EHC plans

2.6. **Subject Teachers** are responsible for:

- Including pupils with Special Educational Needs in the classroom and providing appropriately for these pupils through a differentiated curriculum
- Seeking advice from the SENCo and Pastoral team as appropriate for advice on assessment and support strategies to support inclusion.
- Understanding that they are responsible and accountable for the progress and development of the students in their class. Additional intervention and support cannot compensate for lack of good quality teaching.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEN
- Giving feedback to parents/carers of students with SEN

2.7. **Learning support staff** must:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### 3. Arrangements for monitoring and evaluation

3.1. The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by SLT, SENCo and Heads of Faculty
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- analysis of pastoral data
- monitoring of procedures and practice by the SEND governor

- the school improvement plan, which is used for planning and monitoring provision in the school
- internal reviews
- feedback from pupils, parents and staff, both formal and informal,
- parental and pupil views following individual review meetings to produce plans or parents evenings to assess general progress and wellbeing, evaluate impact and celebrate success.

3.2. The SEND Policy is reviewed Bi-annually by Governors

#### **4. Arrangements for complaints**

In the event that a parent/carer is unhappy with the provision, they should discuss this with the class tutor or Form Tutor in the first instance. The matter can also be discussed with the pupil's Head of Year or directly with the SENCo. Please refer to Appendix 1 "Westfield Academy Special Educational Needs Practice" for additional information. In the event of making a formal complaint, parents should contact the Head teacher.

#### **Appendix 1**



## WESTFIELD ACADEMY SPECIAL EDUCATIONAL NEEDS PRACTICE

### 1 Admissions

The Education Act 1996 requires the governing bodies of all maintained schools to admit a pupil with an Education Statement of Special Educational Needs that names their school. In the light of the changes brought about by the Code of Practice Jan 2015 this now refers to Education Health and Care plans. There are a small number of pupils with Education Health and Care plans as well as pupils with a significant level of need in each year group. Parents of prospective Westfield Academy pupils are urged to contact the SENCo, well in advance of possible application to the school, in order to have an informal discussion as to whether, and how best, their child's SEND might be met. Parents should be realistic about the level of support that can be offered in a large mainstream school.

### 2 Identification of students with SEND

The SEND Code of Practice January 2015 identifies 4 broad areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Students with SEND are identified in a number of ways. The purpose of identification is to decide what action Westfield Academy needs to take, not to fit a pupil into a category.

- **Year 6 transition (Summer Term):** Westfield Academy SENCo liaises with the Year 7 Head of Year who co-ordinates primary school visits so that she can visit students with significant SEN. Feeder schools are asked to identify any other pupils with SEN and note the type of support required. Primary school records, observation in class, as well as test results, help to identify those who are in need of support and how best to support them. Extra transition input from a variety of sources is made available for certain pupils.
- **Arrival (Autumn Term):** All new admissions to Year 7 sit a small number of formal, standardised tests. This information is used by the SENCo to identify need as part of a graduated approach.
- **Monitoring:** Teachers are responsible and accountable for the progress and development of the pupils in their class, even when pupils access support from a learning support assistant. If a pupil is not making adequate progress, the teacher and SENCo collaborate to assess, plan, do and review (see below). A learning concerns form helps the teacher identify the need and also reflect on what they have done to meet the need to date.
- **Outside Agency Referral:** Additional information regarding a student's SEND may be received from an external professional. Information from this is shared with the appropriate parties.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for lack of good quality teaching. Westfield Academy regularly reviews the quality of teaching for all pupils.

## Special Educational Needs Policy

If a student is identified as having a special educational need (SEN), then Westfield Academy adopts a graduated approach, as detailed in the Code of Practice January 2015.

- Assess – subject teacher and SENCo carry out an analysis of need.
- Plan – parents are notified and interventions are put in place. All staff are made aware.
- Do – subject teachers are responsible for working with pupil on a daily basis. Where interventions require one-to-one or group work away from the main subject teacher, they should still retain responsibility for the pupil. They work closely with the SENCo and LSA.
- Review – the effectiveness and impact of support on progress is reviewed at a specified date. Parents are informed. If sufficient progress has been made, a pupil may exit the SEN support list. They are monitored.

For higher levels of need, Westfield Academy may refer pupils to external agencies, e.g. education psychology, communication disorders team etc.

A confidential support list of pupils with SEN is maintained. This information is distributed to all members of staff in the format of Provision plans. Staff are provided with these plans on identified pupils, they are updated annually to reflect the SEND cohort changes. The plans provide up to date information on each pupil and possible strategies to help remove barriers to learning.

### **3 Staffing**

The Special Educational Needs and Disabilities Co-ordinator (SENCo) is Mrs Paula Creber. She manages a small team of Learning Support Assistants. Currently, the Learning Support Department comprises:

- 1 full time SENCo
- 1 part time SEN Administrator
- 1 part time Specialist Teacher x 1 day a week
- 5 Learning Support Assistants

### **4 Liaison with outside agencies**

The SENCo liaises with a range of professionals and outreach services. They include Education Psychology, Speech and Language Therapy Team (SALT), Children and Adolescent Mental Health Service (CAMHS), Low Incidence Team (for hearing/visually impaired), Sensory Impairment Team, ESTMA, Youth Connexions (Hertfordshire Careers Service), the Police, Social Care, Chessbrook Outreach, specialised counselling and various SEN officers.

Westfield Academy recognises responsibility for those children who are looked after by the local authority and the SENCo liaises with Miss Alison Hartley Deputy Head Teacher & DSP, to monitor inclusion and individual progress as is required.

### **5 Supporting pupils with medical needs**

Westfield Academy recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some

pupils may be disabled and where this is the case, Westfield Academy will comply with its duties under the Equality Act 2010.

## **6 Accommodation**

The Learning Support Department has 3 small rooms, 2 serve as offices and all 3 rooms are available to pupils for mentoring and supervised homework support. Homework is supported before school and during Break and Lunch. A class room nearby serves as a base for vulnerable pupils to socialise and play games in a structured and supported way each lunch time. This is supervised by the SENCo. Access to Westfield Academy for students with wheelchairs or mobility issues is accommodated by the new Build.

## **7 Provision**

The majority of SEN support is in-class and aims to meet the needs of individual pupils. Priority is given to the core subjects (Maths, English and Science) and sometimes language-rich subjects such as History, Geography and Religious Studies. In-class support is strategic, for those students who have an Education Health and Care Plan or those identified as requiring support. This support is reviewed regularly throughout the year.

There are daily sessions during registration time for the development of reading skills, vocabulary development and spelling.

The Learning Support Department offers a variety of provision which is tailored as far as possible to meet individual needs.

This may include:

- in-class support
- withdrawal for intensive tuition
- emotional and social support
- special arrangements, e.g. supervision at lunch times or during offsite visits
- guidance with class work and homework
- organisational support
- appropriate arrangements for SEND pupils who require access arrangements for internal tests and examinations and those set formally by the JCQ
- provision/loan of support materials
- literacy enhancement programmes
- after school learning opportunities
- access to assistive technology

Support for internal and external examinations is considered on a regular basis through discussion with support staff, teachers and parents. A small number of pupils in years 10-13 will have Access Arrangements for external examinations. Mrs. Creber is qualified to carry out assessments for Access Arrangements. Any support offered is in accordance with regulations set out by the Joint Council for Qualifications (please refer to the Access Arrangements Policy).

## **8 Staff development**

## Special Educational Needs Policy

All teachers and support staff undertake induction when they take up their post. This includes a meeting with the SENCo to explain Westfield Academy's SEND provision and to discuss the needs of individual pupils. In order to maintain and develop the quality of teaching and provision, all staff are expected to undertake training.

LSAs are encouraged to accept responsibility for some of the organisation and delivery of SEND support. The team meets formally on a weekly basis and to update and review support. Support staff must be responsive to short-term changes in need.

### **9 Links**

Parents of pupils who have SEND are encouraged to keep in regular contact either by telephone or by email.

Further information is available in the SEN Information Report on the school website. Information about Hertfordshire LEA Local Offer is available at

<https://hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>