



## Special Education Needs and Disability (SEND) Policy (incorporating the local offer)

**This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015) and has been written with reference to the following guidance and documents:**

- SEN Code of Practice 0 – 25 years (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015
- Equality Act 2010
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- The National Curriculum In England 2014
- Safeguarding Policy
- Accessibility Plan 2015 – 2018
- Teachers Standards 2012
- Advice provided to Staffordshire schools on producing their school's local offer

This policy was created by the school's SENCO in liaison with the Senior Leadership Team, the SEND Governor, all staff and parents of pupils with SEND.

### Contact Details

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### 1. Introduction

Westwood College is an inclusive school and there are high expectations for the achievement of SEND pupils. The school has a regard for the Code of Practice 2015 in that:

- It sees that all pupils are entitled to an education that enables them to make progress.
- All pupils have access to a broad and balanced curriculum.
- Teachers are expected to set high expectations for every pupil, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Pupils with SEND are able to study the full National Curriculum.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or Specialist Staff.
- The school regards high quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

## 2. Aims

The aims of our Special Educational Need and Disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum and the environment.
- To ensure that pupils with SEND engage in the activities of the school alongside the pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>
- To use our best endeavours to secure special educational provision for pupils whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, Mental and Emotional Health
  4. Sensory/Physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 3. Identifying Special Educational Needs

*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 pupils of the same age.* Code of Practice 2015

The purpose of identification is to consider what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range of needs that are planned for:

1. Communication and Interaction, including ASD
2. Cognition and Learning, including MLD, SLD and PMLD

3. Social, Mental and Emotional Health, including ADD, ADHD and Attachment Disorder
4. Sensory/Physical Needs, including Visual Impairment, Hearing Impairment and Physical Disability

Pupils with a special educational need often make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Is significantly below age related expectations, particularly in Literacy or Numeracy.
- 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.
- Presents persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.
- Concerns that are raised by parents/carers, teachers or the pupil's previous school.

The following are **NOT SEN** but may impact on the progress and attainment of individual pupils:

- 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).
- Persistent disruptive behaviour where there are no casual factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child (LAC).
- Being a child of a Serviceman/woman.

#### 4. The Graduated Response to SEN Support

The role of subject teachers is to provide high quality teaching for all pupils, as the Code of Practice states: *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 a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.*

Code of Practice 2015

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of

the SEND most frequently encountered. The quality of teaching is monitored through a number of processes that includes:

1. Lesson observations by the Senior Leadership Team, the SENCO and external verifiers.
2. On-going assessment of progress made by pupils in specific intervention groups.
3. Planning scrutiny.
4. SEND Learning Walks.
5. Pupil and parent feedback when reviewing target attainment.
6. Whole school pupils progress tracking.
7. Attendance and behaviour records.

Pupils will be added to the register for Special Educational Needs according to the following criteria:

- Previous support such as information from first school and outside agencies.
- Evidence of little progress despite quality first teaching from subject teachers.
- Considering individual pupil progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Pupils will exit the register when the need becomes less significant because progress can be demonstrated and/or additional resources to assist with progress are no longer required. Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle of Assess, Plan, Do and Review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It is at this stage that a young person will be placed on the SEND register.

## 5. The Four Part Cycle

### Assess

The subject teacher working with the SENCO should assess where a young person is not making adequate progress, despite high quality teaching targeted at an area of weakness. They should draw on evidence from a clear analysis of the pupil's need such as:

- The subject teacher's assessment and experience of the pupil.
- Information regarding pupil progress, attainment and behaviour.
- The pupil's development in comparison to peers.
- The views and experiences of parents.
- The pupil's own views.
- Advice from external support services when available.

Once SEND has been established, the Local Authority documentation will be initiated.

## Plan

Targets and objectives will be identified and agreed with the pupil, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the pupil's Pupil Passport, alongside reasonable adjustments that subject teachers need to make to support pupils in their learning.

## Do

Interventions will be implemented by the relevant staff.

## Review

Reviews will evaluate the effectiveness of the support given and the impact on the pupil's progress. Assessment information will be gathered, measured against desired outcomes and written into the Pupil Passport to monitor impact. Adjustments may be made following the review. Progress will be formally reviewed every term.

Where a pupil has a statement or Education, Health and Care (EHC) plan, a statutory annual review meeting will take place.

## 6. Managing Pupil's Needs on the SEN Register

### SEN Support

SEN support will be recorded on a Pupil Passport that will clearly identify a set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- The Pupil Passport will determine desired outcomes, summarise SEND, Additional Needs, Main Areas of Strength and the Main Areas of Difficulty. It will incorporate any recent outside agency advice, suggested teaching strategies, reading and spelling data and tracking information. SMART targets will be written into the document.
- The level of provision will be decided according to the progress a pupil makes. The school will use existing resources in a targeted way initially. If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:
  1. Special Educational Needs Support Service (SENS)
  2. Behaviour Support Service
  3. The Dyslexia Centre
  4. Autism Outreach Team
  5. Hearing Impairment Team
  6. Visual Impairment Team
  7. Education Psychologist Service
  8. Educational Welfare Officers
  9. Physical and Disability Support Service
  10. Social Services
  11. School Nurse
  12. CAMHS (Child and Adolescent Mental Health Service)

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) Plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special educational needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- The SEND Information Report for Westwood College is available on the school website so that parents are able to see how the school will support their children.

### **Supporting Pupils and their Families**

- The Local Authority is required to publish The Local Offer with details of support available for families. The Staffordshire Local Offer can be found on the following link: <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>
- The school is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the school's website under Parents, Special Educational Needs.
- Local Authority and NHS agencies will support the family and include those mentioned above as outside agencies.
- There are very close links with all feeder schools.
- The SENCO attends Y8 transition review meetings in order to prepare for SEND pupils entering the school.
- The school has access to a Younger Mind Counsellor who is professionally trained and qualified and works to support the emotional needs of pupils for whom there is concern.

### **Supporting Children at School with Medical Conditions**

Pupils with medical needs will be provided with a detailed Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as a competent. All medicine administration procedures adhere to the Local Authority Policy and DfE guidelines included within "Supporting Pupils at School with Medical Conditions" (DfE) 2014.

## **7. Training and Resources**

The school is funded for SEND by the Local Authority following the updated national system for mainstream schools:

Element 1: Core Education, place led funding from the Education Funding Agency for all pupils attending school.

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency.

Element 3: Top-Up Funding from the Local Authority to meet the individual, additional need of pupils placed in the school.

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

### **Awareness training has been provided to staff on:**

- How to support pupils on the Autistic Spectrum.
- How to support pupils with a diagnosis of Dyslexia.
- How to support pupils with Speech, Language and Communication difficulties.

### **Enhanced training has been provided to Teaching Assistants and the SENCo on:**

- Talking Partners
- Better Reading
- Attendance at the termly SENCo Update
- Specific Dyslexia and Dyscalculia training.

### **Specialist training has been provided to the SENCo on:**

- National Award for SEN Coordination
- Regular visits from specialist teachers – Autism Outreach Team, Educational Psychologist, Visual Impairment Team, Physical Disability Support Team and the Special Educational Needs Support Service who provide advice to staff in supporting the success and progress of individual pupils.

## **8. Accessibility**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate Ramps have replaced the two steps into school to ensure the site is accessible to all.
- Three toilets has been adapted to ensure accessibility for visitors and students with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.
- Accessibility to all subject areas for those in wheelchairs
- Ramps have been installed where required
- Lighting and alterations to pathways between the sites have been enhanced
- Lift systems have been installed to access required levels within New Hall and Old Hall
- Fire evacuation chair training has been given to all support staff

Please refer to the Disability Equality Scheme and Accessibility Plan further information.

## **9. Roles and Responsibilities**

**SENCO:** Mr M Turnbull

**SEN Governor:** Mrs T Malkin

**Teaching Assistants:** Ms R Brown, Mrs D Bradburn, Mrs E Davis, Mrs G Fernyhough, Mrs H Keeling,

**Name of Deputy SENCO:** Mrs S Shea

**Name of Designated Safeguarding Lead Teacher :** Mrs A O'Dea

**Member of Staff Responsible for Managing LAC:** Mrs J Talks

**Member of Staff Responsible for Pupil Premium Funding:** Mr M Taylor

**ADOPTED BY THE GOVERNORS ON:** October 2021

**POLICY REVIEW DATE:** October 2022



## Appendices

### Clause 64

**The Special Educational Needs (Information) Regulations** comes into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school **SEN information report**. Mainstream schools must include information on schedule I. This must then be published on the school website.

### Schedule 1 Regulation 3(a)

1. Information about the school's policies for the identification, assessment and provision for students with special educational needs, whether or not students have EHC Plans, including how the school evaluates the effectiveness of its provision for such students.
2. The school's arrangements for assessing the progress of students with special educational needs
3. The name and contact details of the SEN co-ordinator.
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
6. The role played by the parents of students with special educational needs.
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.
8. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.
9. Information on where the local authority's local offer is published.

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

### Revision of the SEN and Disability Code of Practice - Schools

4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for students with SEN.

4.35 The information must also include information about **the arrangements for the admission of disabled students**, the steps taken to prevent disabled students from being treated less favourably than other students, the facilities provided to assist access for disabled students and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

### Second revision of the SEND Code of Practice April 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Schools admission codes 2012

<https://www.gov.uk/government/publications/school-admissions-code>

### Staffordshire guidance

<http://education.staffordshire.gov.uk/Student-Support/School-Admissions/Admissions.aspx>