



# Westbourne School

## SEND Policy

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### **1. Compliance**

This policy has regard to the [Special educational needs and disability code of practice: 0 to 25 years](#), and is guided by the following legislation and documents:

- [The Equality Act 2010 and schools](#) ;
- [Teachers' Standards](#) ;
- [Children and Families Act 2014](#) ;
- [The Special Educational Needs and Disability Regulations 2014](#) ;
- [Statutory framework for the early years foundation stage](#) ;

- [The Special Educational Needs and Disability Regulations 2014](#);
- [Supporting pupils at school with medical conditions](#);
- Westbourne School Safeguarding and Child Protection Policy (publicly available on our website);
- Westbourne School SEN Information Report (publicly available on our website);
- Westbourne School Accessibility Plan (available upon request);
- [Keeping children safe in education](#);
- [SEND CODE OF PRACTICE AND THE CHILDREN AND FAMILIES ACT 2014  
FAQS FOR INDEPENDENT SCHOOLS](#) .

*This policy is applicable to all pupils, including those in the EYFS. For the purpose of clarity, Mrs Day is overall Head of Learning Support for Westbourne School. However the role of SENCo is shared amongst four members of staff, each having responsibility for such matters in the following areas of the school - Emma Rees-Oxley (SENCo for EYFS including Reception), Katrina Lillywhite (SENCo for Years 1 - 6), Helen Fagbohun (SENCo for Years 7-8) and Natalie Day (SENCo for Years 9 - 11).*

## **2. Key Principles**

Our Mission at Westbourne is to offer a student-focused environment of educational excellence ensuring that every pupil reaches their full, individual potential.

- A pupil with SEND should have their needs met;
- The view of the pupil should be sought and taken into account;
- Parents play a vital role in supporting their child's education;
- Pupils with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage, and throughout the key stages;
- Pupils with SEND should be provided with guidance on post-16 education and careers which takes into account their individual needs;
- Not all children with a disability will have SEN, and there is a difference between having an SEN and having a disability. All children's individual profiles and needs are taken into account when considering the need for additional support. EAL is not a SEND, so support and provision for these pupils is met through our EAL provision, not from the SEND department.

## **3. Aims**

The aims of the SEND policy are as follows:

- To enable students to have literacy, numeracy and social skills which are sufficient for them to move on to post-16 education and employment, and to support them to be healthy, happy and safe;

- To provide an informative account of procedures for identification, assessment, monitoring and review of pupils with SEND;
- To foster links between parents and school in order to enlist the support of parents in all stages of the SEND procedure;
- To ensure that all staff are aware of the school's SEND policy and procedures, and related documents;
- To ensure that all staff value and promote diversity and difference throughout the school, striving for equity and inclusion in all aspects of school life;
- To ensure that our pupils are adequately prepared for adult life/life beyond Year 11, and that parents and pupils play an active role in these preparations.

#### **4. Objectives**

1. To ensure that quality-first teaching supports pupils with SEND throughout the school and promotes inclusion;
2. To offer support and guidance for all staff working with pupils with SEND, linking-up with external agencies where possible and appropriate.

#### **5. Definition of SEND**

'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.' (*SEND Code of Practice*)

A disability is "a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect." (*Equality Act 2010 Advice for Schools*)

Pupils may have one or more specific area of need. The four categories of SEND are as follows:

- Communication and Interaction (CI);
- Cognition and Learning (CL);
- Social, Emotional and Mental Health Difficulties (SEMHD);
- Sensory and/or Physical Needs.

#### **6. Identification of SEND**

A Learning Support Register is compiled and regularly updated by the SENCOs and includes pupils at 3 stages – Monitoring, SEN Support, and EHC Plan, in accordance with guidance from the SEND Code of Practice. Each class teacher has access to the Learning Support Register (located in the SEND Folder on Google Drive), and it is their responsibility to refer to it in their planning and teaching.

Where a member of staff suspects a SEND issue which may not already be identified, they are advised to complete a 'Register a SEND Concern' form. These are centrally accessible in the SEND folder on Google Drive, and staff are required to add as much detail as possible and share with the relevant SENCo, so the needs of the pupil can be investigated.

*Further information about how pupils are supported and monitored at the 3 stages of the register can be found in our SEN Information Report .*

## **7. Requesting an Education, Health and Care needs assessment**

In accordance with the SEND Code of Practice (2014), school will consider requesting an Education, Health and Care needs assessment if a pupil does not make expected progress at the SEN Support stage of the register despite the school having taken 'relevant and purposeful action to identify, assess and meet' their needs (*SEND Code of Practice*). In requesting an assessment of the needs of a pupil, the relevant SENCo follows guidance from the SEND Code of Practice (2014) and works closely with school staff, the pupil and their family, and external agencies, to seek support from the Local Authority. Westbourne School uses its own proformas and paperwork procedures in order to assess, plan and review pupil progress, and does not use Local Authority frameworks such as MyPlans unless we deem them necessary for specific pupils.

## **8. Transition**

We recognise how important it is to have a smooth transition between schools and/or key stages, regardless of a pupil's individual needs or circumstances. Our SENCo for the Junior School liaises closely with our Y7 and 8 SENCo, and our Transition Manager, Mrs Loasby, so that transition is seamless. We have an open line of communication with neighbouring schools, so that liaison, regarding transition into our infant, junior and senior schools, and into post-16 placements for our senior school leavers, can be ongoing and productive. Pupils are encouraged to take an active role in their transition, always being invited to attend transition-point review meetings. We especially appreciate how important-it is for our very young children when moving from Reception into Year 1. With this in mind Mrs Lillywhite (Year 1-6 SENCo) and Mrs Rees-Oxley (Head of Pre-School and Pre School SENCo) tailor this important transition around pupils' individual needs. The children regularly visit their new Year 1 classroom and Year 1 environment, so that when September arrives their move to Year 1 is straightforward and calm. Where pupils join Westbourne (at any stage in their education), from a previous school or educational establishment, we ask that any records are shared so that we can have as much relevant information and data as possible to help us plan for their education at Westbourne.

## **9. Supporting Pupils and Families**

We are committed to supporting pupils and families, and encourage them to take an active role in all aspects of school life and decision-making for pupils' futures. Parents/carers are encouraged to contact the relevant SENCo, or Head of Learning Support, to discuss any concerns or queries, and we offer an open-door policy to pupils within school wishing to discuss any matters. The wishes of pupils and their families are a top priority, and are included in every review meeting.

Although we can offer a range of assessments within school, which can help us to gain a picture of the types of needs pupils have, we are not psychologists or doctors, and are unable to diagnose conditions or disabilities. Where a need is suspected which may require further investigation, staff are proactive in directing families to the relevant avenue(s) of support and assessment.

## **10. Roles and Responsibilities**

The Headteacher is responsible for ensuring that the Head of Learning Support fulfils the requirements of the role, which include:

- managing and supporting the SEND staff team in school;
- determining the strategic development of SEND policy and provision in the school;
- the day-to-day operation of the SEND policy, and coordination of specific provision made to support pupils with SEND;
- providing professional guidance to colleagues, and working closely with staff, parents and other agencies;
- being aware of the provision available from external agencies, and working with other professionals to support pupils;
- ensuring that pupils with SEND receive appropriate support and high quality teaching;
- implementing and co-ordinating the Assess, Plan, Do, Review model of support;
- liaising with the relevant Designated Teacher where a Looked After Pupil has SEND (for information - the Head of Learning Support *is* our Designated Teacher);
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies;
- liaising with potential next providers of education, to ensure a pupil and their parents are informed about options and a smooth transition is planned;

- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- working alongside the Local Authority to ensure that Annual Reviews for pupils with EHC Plans are carried out;
- ensuring that the school keeps the records of all pupils with SEND up to date.

## **11. Access Arrangements**

Westbourne School follows guidance from JCQ in supporting pupils to access examinations and assessments. The Head of Learning Support, in liaison with class teachers, regularly reviews the access arrangements in use by pupils, ensuring that any support given in examinations is appropriate and reflects each pupil's normal way of working. Where required, specialist assessment is sought for pupils who may be in need of access arrangements, and again school follows guidance from JCQ in implementing such assessments.

The Learning Support Register includes a list of pupils who are in receipt of examination concessions. For pupils at GCSE level, Mrs Day has the relevant qualifications to act as our centre's Specialist Assessor, and works closely with our Exams Officer (Mr Bunton) to award appropriate access arrangements to pupils at Key Stage 4.

## **12. Complaints**

Westbourne School is a supportive, nurturing environment, and we always seek to resolve any queries or issues quickly and successfully. Good communication is key to this, and we enjoy excellent relationships with pupils and families, who know they are free to contact us at any time.

If there are any problems or concerns regarding SEND matters, we ask parents to contact the Head of Learning Support in the first instance, so that the matter can be investigated and resolved swiftly. If for any reason, the outcome is unresolved, or if parents feel the matter has not been satisfactorily managed, parents are asked to bring the matter to the attention of the Headteacher.

If the matter remains unresolved after consultation with the Headteacher, we ask parents to bring the matter to the attention of the school governors, who can be contacted via school.

## **13. Accessibility and Medical Conditions**

In line with our aim of offering an inclusive environment, where all pupils are supported to reach their full potential, we ensure full access to learning opportunities, school trips and physical

education for pupils with medical conditions and/or disabilities. In some circumstances, reasonable adjustments may be required, in order that the pupil is able to partake safely and comfortably in activities, and we undertake these adjustments complying with our duties under the Equality Act 2010 and the SEND Code of Practice.

For further information about accessibility, please refer to the school's Accessibility Plan.