

# SEND Policy

Date Issued:	February 2024
Review Date:	January 2025

Changes made since last review:	
Throughout	Changed 'pupils' to 'students'
Pg 7	Removal of accommodation paragraph (no longer valid)
Pg 8	Removal of soft start mornings and access to sensory room

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## Introduction

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

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

This updated policy was created by Westfield Academy's Special Educational Needs and Disability Coordinator (SENCo).

## Scope of policy

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 students require timed interventional support whilst others require support throughout their time at Westfield Academy. We are an inclusive Academy. We believe in our students, strive to support their academic and social development and celebrate their achievement in all aspects of life.

Westfield Academy aims to provide all students 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;
- empower our students to experience success;
- promote the individual's aspirations and expectations;
- ensure that all students have a rich and differentiated educational experience;
- promote equal opportunities for all students;
- ensure that students 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; and
- ensure that the responsibility for SEN is held collectively by all stakeholders.

## 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);
- Child Protection & Safeguarding Policy;
- Teaching Standards 2012; and
- Teaching & Learning Policy.

## Roles & responsibilities of the Trust Board, Headteacher & Staff

The provision for students with Special Educational Needs is a matter for the whole school. Each subject teacher has the responsibility of meeting the needs of all students 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 student realise his / her potential and for following the Academy's graduated approach to identify, assess and provide for their needs (January 2015 SEN Code of Practice four part cycle-Assess, Plan, Do, Review).

The Trust Board, in cooperation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative, who takes particular interest in this aspect of the Academy.

### Trust Board

- SEND provision is an integral part of the school improvement / development plan.
- The necessary provision is made for any student with SEND.
- All staff are aware of the need to identify and provide for students 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 Academy's self-review.
- Appropriate staffing and funding arrangements for students with SEND are put in place.
- The quality of SEND provision is regularly monitored by the designated SEND Trustee.
- They, and the Academy as a whole, are involved in the development and monitoring of this policy.

### Headteacher

- The management of all aspects of the Academy's work, including provision for students with SEND.
- Keeping the Trust board informed about SEND issues.
- Working closely with SEND staff within the Academy.
- Notifying parents if the school decides to make special educational provision for their child.
- Ensuring that students with SEND are given the opportunity to join in Academy activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the Academy as a whole are monitored and reported to Trustees.

### Special Education Needs & Disability Coordinator (SENCo)

- Overseeing the day-to-day operation of this policy.
- Advising on the graduated approach to providing SEND support.
- Carrying out assessments and observations of students with specific learning issues.
- Coordinating the provision for students with SEND.
- Advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of students 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 Academy'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 students.
- Liaising with Hertfordshire's SEN Officers, SENCo's and class teachers in primary schools and the Head of Year 7 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 students with Education Health and Care Plans are completed.
- Consultation with Herts SEN with respect to student placement.
- Applications for assessment for EHC plans.

## Subject teachers

- Including students with Special Educational Needs in the classroom and providing appropriately for these students 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.

## Learning support staff

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- Use the Academy's procedures for giving feedback to teachers about students' responses to tasks and strategies.

## Arrangements for monitoring & evaluation

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

- monitoring of classroom practice by SLT, SENCo and Heads of Faculty;
- analysis of student tracking data and test results for individual students and for cohorts;
- analysis of pastoral data;
- monitoring of procedures and practice by the SEND Trustee;
- the school improvement plan, which is used for planning and monitoring provision in the Academy;
- internal reviews;
- feedback from students, parents and staff, both formal and informal; and / or
- parental and student views following individual review meetings to produce plans or parents' evenings to assess general progress and wellbeing, evaluate impact and celebrate success.

The SEND Policy is reviewed annually by the Trust Board.

## 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 student'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 Headteacher.

# Appendix 1: Westfield Academy Special Educational Needs Practice

## Admissions

The Education Act 1996 requires the governing bodies of all maintained schools to admit a student 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 students with Education Health and Care Plans as well as students with a significant level of need in each year group. Parents of prospective Westfield Academy students are urged to contact the SENCo, well in advance of possible application to the Academy, 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.

## 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; and
- 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 student into a category.

- **Year 6 transition (Summer Term):** Westfield Academy SENCo liaises with the Head of Year 7 who coordinates primary school visits so that they can visit students with significant SEN. Feeder schools are asked to identify any other students 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 students.
- **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 needs as part of a graduated approach.
- **Monitoring:** Teachers are responsible and accountable for the progress and development of the students in their class, even when students access support from a learning support assistant. If a student 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 students, is the first step in responding to students 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 students.

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, interventions are put in place, and all staff are made aware.

- **Do** – subject teachers are responsible for working with the student 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 student, and they work closely with the SENCo and LSA.
- **Review** – the effectiveness and impact of support on progress is reviewed at a specified date, with parents being informed; if sufficient progress has been made, a student may exit the SEN support list, and they are monitored.

For higher levels of need, Westfield Academy may refer students to external agencies (e.g. education psychology, communication disorders team, etc). In some cases an application for an Education and Health Care Plan may need to be made. If this is the case the school SENCO will discuss this with parents and carers before making the application.

A confidential support list of students 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 students, they are updated annually to reflect the SEND cohort changes. The plans provide up to date information on each student and possible strategies to help remove barriers to learning.

## Staffing

The Special Educational Needs and Disabilities Coordinator (SENCo) is Mrs Kim Symonds. She manages a team of Learning Support Assistants (LSAs).

## 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 Headteacher & DSL, to monitor inclusion and individual progress as is required.

## Supporting students with medical needs

Westfield Academy recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students may be disabled and where this is the case, Westfield Academy will comply with its duties under the Equality Act 2010.

## Provision

The majority of SEN support is in-class and aims to meet the needs of individual students. 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 provisions which are 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 off site visits);
- guidance with class work and homework;
- organisational support;
- appropriate arrangements for SEND students 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; and / or
- 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 students in years 10-13 will have Access Arrangements for external examinations. Mrs Symonds 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).

### **Staff development**

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 students. In order to maintain and develop the quality of teaching and provision, all staff are expected to undertake training.

LSA's 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.

### **Links**

Parents of students who have SEND are encouraged to keep in regular contact either by telephone or by email. Mrs Symonds can be contacted on [senco@westfield.academy](mailto:senco@westfield.academy) or 01923 231560, Ext: 1501.

Further information is available in the SEN Information Report on the school website.

Information about Hertfordshire LEA Local Offer is available at [local-offer/the-hertfordshire-local-offer](https://www.hertfordshire.gov.uk/local-offer/the-hertfordshire-local-offer).

Westfield Academy is in DSPL9 (Delivering specialist provision locally – area 9) [dsplarea9.org.uk](https://www.dsplarea9.org.uk).