



SEND Policy

This policy demonstrates how staff and governors of Westhaven School provide for the special educational needs of pupils within the school. The development and review of the school's SEND Policy contributes to a clear and shared vision of our purpose in learning which enables the school to effectively meet the needs of all pupils.

Westhaven School is a specialist school, and a unique environment, for children and young people who experience complex barriers to learning. We support up to 188 learners aged between 4 and 18 years. Our school community, supported by a dedicated governing body, is committed to providing each learner with a positive and fulfilling educational experience from the moment they join the school until they leave. In order that we maintain our respected status in the community, all stakeholders work together in the 'Westhaven Way'. This is the golden thread that binds us together. We shape our learners to be:

Safely independent

Confident communicators

Respectful citizens

Resilient learners

Inquisitive thinkers

The Head Teacher works with the Local Authority admissions criteria for admissions into Special Schools. We do not discriminate against pupils with special education needs or disabilities: our Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014. Admissions to Westhaven School can only occur through close liaison with the SEN Team at North Somerset Council. Pupils will be admitted to Westhaven School subject to the following conditions:

- the school is suitable for the age, ability, aptitude or SEN of the child or young person concerned
- the attendance of the child or young person at Westhaven would be compatible with the provision of efficient education of others at the school
- an EHCP has been completed
- parents or carers request admission of a pupil at Westhaven School
- an Admissions Panel agrees to the admission

All pupils at Westhaven have a Learning Disability and an Education Health and Care Plan.

Identification and assessment of special educational needs

'A pupil has SEND 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice 2014, 6.15)

This policy should be read in conjunction with the following school policies, found on our website:

- Behaviour for learning Policy
- Equality and diversity Policy
- Safeguarding Policy
- Complaints Policy
- Attendance Policy
- Health and Safety Policy
- Supporting pupils with healthcare needs Policy

The school's assessment, review and reporting procedures operate in line with regulation and statutory guidance. Westhaven school has two SENCO's who as part of their role, work in an advisory Teacher capacity. This role is to work with Students, Staff and Parents to enable better provision where a student is experiencing barriers to learning, using the graduated response.

All requested professionals are invited to the Annual Review meeting along with parents/carers and the child is at the centre of our holistic approach. At the meeting, the Education Health Care Plan is reviewed to ensure it reflects the student accurately and states required resources to meet needs. At the meeting the pupil's learning priorities for the coming year are translated into the document by the teacher. The meeting provides opportunity to discuss anticipated changes to provision such as transition through key stages or to a post-16 provider.

Occasionally a concern may develop into a desire for a new diagnosis or diagnostic assessment. The school aims to work with parents where appropriate to secure new or a change in diagnosis where it would improve outcomes, using the graduated response. Westhaven liaise and work alongside multi-agency expertise in the identification and assessment of the needs presented by our young people and are committed to working with a number of agencies in the early support of young people who present with special educational needs.

SEND policy and safeguarding

Westhaven is a school that ensures strong safeguarding practices. As a Special School, we are aware that the young people who attend Westhaven School may be particularly vulnerable, due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open, supportive and constructive challenge.

Equal opportunities

At Westhaven School we believe in the moral, as well as the legal entitlement, of all pupils and staff to have equality of access to teaching, learning, resources and opportunities, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (please see Equal Opportunities Policy). In all activities, positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans are differentiated to meet the needs of all pupils and will reflect and celebrate worldwide cultures as well as those of the local community.

Westhaven's Intent

- To provide challenging, exciting learning opportunities alongside rich and creative learning experiences
- To foster interests in a variety of cultures, arts and literature
- To provide a secure, caring and supportive environment which is conducive to learning
- To support personalised learning in the classroom based on the consideration of every child's unique needs and EHCP requirements
- To focus on positive emotional health and well-being for every child
- To support our students to achieve in society; to develop independence, to have aspirations for life-long learning and to be able to flourish in preparation for adult life in the community
- To raise self-awareness, self-esteem, self-confidence and motivation
- To foster self-motivation, independence and the sense of responsibility
- To fulfil the requirements for the National Curriculum and allow access to a wider personalised curriculum appropriate to the needs of each pupil
- To support the identification of new or changing needs of pupils
- To support inclusion in classes within the school
- To allocate resources in a considered and fair manner which are appropriate to the needs of the pupils
- To continually assess the pupils' learning, striving for outstanding progress in all areas of learning and to gather a range of evidence to support this.
- To expect and foster outstanding behaviour and support students appropriately where this is a struggle
- To continually assess the skills and knowledge of teachers and offer a comprehensive CPD programme to support understanding of and skills for teaching students with SEND needs
- To link with outside agencies and support available where necessary
- To liaise with parents, carers and external professionals to ensure parents are kept informed about their child's education and progress
- Full personalisation of the curriculum for each learner in order that they can access and experience success throughout their school life and contribute their opinions and views on their education

Implementation

Structure of Westhaven School

- Three departments, Primary covering Key Stage 1 and 2, Middle School covering Key Stage 3 and Upper School covering KS4. We also have a Key

Stage 5, post 16 position, holding 10 places.

- Small groups of students, in most cases (max 12) with a high level of support (at least 1-6 ratio but usually 1-4). Staffing is arranged so that all students know the staff they are with well and so that staff know the needs of the pupils they are working with, a consistency of staff is important in day to day life in school.
- Students are grouped according not just to age but by ability, SEN needs and personality
- The school day is well structured, ordered and calm

Teaching, Learning and Curriculum

- Teaching is planned based on students' interests, strengths, SEND and academic level in order to provide challenge. Where appropriate, multisensory learning and hands on tasks are used
- Teaching is monitored by the Senior Leadership Team as part of the appraisal process and whole school development
- The curriculum offer and the levels at which it is offered is reviewed annually to ensure it continues to meet the needs of our cohort
- The curriculum is wide and includes EHCP and Social Intervention Lessons, such as social thinking, lego therapy and zones of regulation
- Student levels and progress are monitored in an ongoing form and data is captured three times per year for curriculum subjects and also for Social, Emotional and Behaviour progression. Reading and Spelling assessments are completed twice a year
- Interventions such as circle of friends and sensory circuits are often done in class or as a class rather than by the removal of students
- Upper School and Post 16 students have the opportunity to meet with our careers advisor and have access to college link programmes and internal / external work experiences placements where appropriate
- Extra-curricular trips and visits are regularly planned to ensure students have a wide variety of experiences

Behaviour and Emotional Regulation

- Where a student is showing dysregulated behaviours there are various levels of support, these include but are not limited to, the Learning Mentors and Intervention Teachers, the Advisory teacher, Behaviour Support, Therapy (Art, Music or Play). Intervention can be on a temporary or immediate basis or planned on a longer term. Intervention is planned by the SENCO.
- The Westhaven Way is our expected set of behaviours and behaviour is monitored carefully across the school (see behaviour policy)
- Merits and rewards are across the school to reward positive behaviour, and

learning attitudes, this is captured on Class Dojo

Assessing Provision including Staff development and resources.

- Staff training and development needs are continually assessed through the appraisal system and monitoring of student needs as students enter the school. New staff receive a full induction and training for understanding the various needs throughout the school
- Whole school resources are managed and assessed by the Senior Leadership Team as part of the school development plan. SEND specialist resources are managed and planned for by the SENCO team. These are assessed as an ongoing basis by the School Leads and SEND team
- EHCP reviews are held yearly for students, these reviews focus on a student's progress towards their outcomes and ensure that current and future provision is correct for students at whatever stage of their education they are at

Impact

- Students have positive relationships with peers, and staff
- Students build a positive and trusting relationship with all staff working with them
- Teachers and Support Staff are understanding of the various needs and have the skills and abilities to teach in a differentiated way. Where they do not have the skills and knowledge, staff training is undertaken promptly
- Teachers have a wide range of resources, including sensory resources and ICT provision, to enable them to meet students' needs within class
- Students are in their classes for the majority of the time and are rarely removed for interventions as these needs are met in class. Students feel part of the school. Students are proud of the school they attend. Students are motivated to learn and achieve in all areas
- Students have access to a wide curriculum that is differentiated appropriately for them
- Students EHCPs are accurate and regularly updated to reflect their needs and the provision required and on offer is accurate
- Students transition through the stages at Westhaven after being successfully prepared for the next phase of their learning
- Students leave Westhaven with not only a good range and level of qualifications but they are prepared for life and learning ahead of them.

Further information

The schools complaint procedures are set out in the complaints policy. Your first

point of call for any case of difficulty will be your child’s class teacher. For any other concerns, parents can speak with the school’s SEND team, Parent Support Advisors or the Senior Leadership Team.

If you have any queries or requests for policies or information relating to this report please contact:

- Head Teacher – Mr Jamie Peacock
- Deputy Head Teacher – Mrs Zoe Payne
- SENCO for Primary: Miss Tammy Chaplin
- SENCO for Secondary: Mrs Susan Cantello

Email – reception@westhavenschool.org.uk
 Website – www.westhavenschool.org.uk
 Phone – 01934 632171

Written:	January 2011
Reviewed:	November 2022
Signed by Chair of Governors / Chair of Committee:	January 2023
Date:	
Date of Next Review:	September 2023

History of Document

Version No.	Author/ Owner	Date Reviewed	Approved by Governors on	Comments	Next Review Date
1	FGB	July 2014	23/10/14	Minor amendments to update references	Jul 2016
2	FGB	Jan 2018	18/1/18	Rewritten to reflect changes within the school.	Sep 2019
2	FGB	Sep 2019	26/9/19	No change	Sep 2021

3	S Cantello / FGB	Sep 2021	25/11/21	Policy rewritten from previous version	
4	S Cantello/ T Chaplin	Nov 2022	19/01/23		Sep 2023