



SEND Policy

1. Intent

1.1 Who is this policy for?

- Staff
- Parents/Carers
- Governors
- Visitors to the school

This policy demonstrates how staff and governors of Westhaven School provide for the special educational needs of learners 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 learners.

1.2 Our principles

Westhaven School is a specialist school, and a unique environment, for children and young people who experience barriers to learning. We support 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

2. Special Educational Needs provision

Westhaven is a North Somerset Authority maintained day special school that makes provision for learners who have barriers to learning. All learners have an Education Health and Care Plan (EHCP).

'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

2.1 Admissions

The Head Teacher works with the Local Authority admissions criteria for admissions into Special Schools. We do not discriminate against learners 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 SEND 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 SEND 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

3. Assessment and provision

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 learner is experiencing barriers to learning, using the graduated response.

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.

3.1 Resources

Resources are allocated across the school in direct relationship to the individual needs of the learners; the largest resource is staffing. All classes have a qualified teacher and a minimum of 2 teaching / learning support assistants. This staffing is increased according to the complexity of needs in any one class. Specific resources may be allocated to meet the needs of different groups of learners e.g. a medical learning support assistant, music therapist etc.

3.2 EHCP reviews

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 learner 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.

3.3 Adapted curriculum

All learners have access to a broad and balanced curriculum based on their next steps of learning, which is achieved through the use of adapted schemes of work prepared by school staff. These schemes ensure continuity and progression through the subjects at a relevant level. The schemes of work are taught using the spiral curriculum approach and within the context of a total communication approach.

3.4 Governing Body

The Governing Body has access to a range of information through which it can monitor the success of the education provided at the school and agreed priorities for development. Performance information is prepared annually and, where possible, compared with nationally available data. Targets for the performance of learners are prepared following close consultation between the Headteacher and staff teaching those learners. Progress towards these targets is carefully monitored and appropriate teaching strategies identified.

The Governing Body receives regular reports from the Headteacher on the provision made within school and on progress in all curriculum areas. This enables the Governing Body to fulfil its primary function of evaluating the quality of education received by learners and to provide support and challenge in this regard. The Governing Body also receives regular reports on other aspects of the school's work e.g. the impact of staff development activities.

4. 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. Westhaven records and tracks all of their safeguarding concerns on CPOMs.

4.1 Confidentiality

Staff will follow the school's policy with regard to confidentiality. Learners should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

4.2 Equal opportunities

At Westhaven School we believe in the moral, as well as the legal entitlement, of all learners 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 adapted to meet the needs of all learners and will reflect and celebrate worldwide cultures as well as those of the local community.

5. Partnerships beyond the school

5.1 External professionals

Westhaven school has specific expertise in the education of learners with learning disabilities. The school continues to develop this by working closely with colleagues in other special schools within North Somerset and further afield. Where learners have sensory impairments school staff are supported by teachers with specific qualifications in Visual, Auditory or Multi-sensory Impairment as appropriate, through the sensory support service. A variety of professionals including educational psychologist, sensory OT, CAMHS, disability nurse, physiotherapists, speech and language therapists etc may be contacted to work closely with the school particularly where additional advice outside the school's own resources is required.

The primary link with Social Care is with the Disabled Children's Team based in Weston Super Mare. Members of this team are routinely invited to annual reviews and may be involved in specific work with individual families. Representatives from local respite provisions may also be involved in reviews and discussions related to individual learners. Contacts may also arise with the Child Care teams in relation to Child Protection procedures.

5.2 Parent/carers

Westhaven school is committed to working in close partnership with the parents/carers of its learners. The Governing Body includes **two** parent representatives. Westhaven creates many opportunities for families to come into school, be consulted with the curriculum and any upcoming changes. Westhaven provides family workshops every term and aims to have good home to school communication through diaries, class Dojo and weekly newsletters.

6. 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

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7. History of document

Written:	January 2011
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Date:	
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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
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3	S Cantello / FGB	Sep 2021	25/11/21	Policy rewritten from previous version	Sept 2022
4	S Cantello/ T Chaplin	Nov 2022	19/01/23	Amendments to update references	Sep 2023
5	T Chaplin	Nov 23	30/11/23	Policy rewritten	Sept 2024