Special Educational Needs (SEND) Policy

Version	8
Approved by	Westhaven School Governing Body
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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 The Legislative Framework

This policy and our Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2024, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

1.3 Our Vision and values

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

2.1 Special Educational Needs

A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(SEND code of practice: 0 to 25 years, 2015)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

2.2 Disability

Learners are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

2.3 The 4 areas of need

The needs of Learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time. The four areas are:

- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

3. Roles and responsibilities

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all learners. The Headteacher at Westhaven will:

- Establish and sustain culture and practices that enable learners with SEND to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate

- Ensure the school fulfils its statutory duties with regard to the SEND code of practice
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school
- Ensure the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators
- Regularly and carefully review the quality of teaching for learners at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND

The SEND Governor at Westhaven will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO's to determine the strategic development of the SEND policy and provision in the school
- Make visits to understand and monitor the support given to learners within the school and be part of the process to ensure high aspirations for all
- Support recruitment
- Provide support and challenge to the Headteacher/Deputy Headteacher and senior leadership team

Westhaven has two senior leaders who hold the NASENCO qualification, Mrs Cantello and Miss Chaplin. Miss Chaplin is the named SENCO.
The SENCO at Westhaven will:

- Work with the Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and report and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual learners with EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Line manage the intervention team (Healthcare assistant, SALT, Intervention teachers, Therapists)
- Line manage the SEND admin and support team (SEND Admin, SENCO support teachers)
- Oversee intervention run by the intervention team, collate information and impact
- Hold or should be working towards the NASENCO qualification
- Ensure the school keeps the records of all learners with SEND up-to-date
- Support SEND annual reviews
- Deliver and organise training and CPD for SEND in conjunction with Phase leaders
- Plan and deliver family workshops (termly)
- Update and work towards the SEND action plan

Assistant Headteachers (Phase leads) have specific SEND responsibilities within their Phase. The Phase leader for Lower School is Miss Chaplin, the Phase leader for Middle School is Mrs Cantello, the Phase leader for Upper School and Post 16 is Miss Wells. Together, they will:

- Hold an overall view of the training needs and quality of teaching and provision within their phase
- Manage the implementation of an inclusive curriculum (ensuring all learners can access the curriculum and that teachers are confident with adaption/differentiation)

- Work with the Head of Teaching and Learning to ensure teaching methods meet the needs of our learners.
- Alongside SENCO support, make sure all learners have access to the provision their EHCP entitles them to and that they have the equipment and interventions required. In most cases the needs are met by the class team and little intervention is needed
- Oversee EHCP reviews and have regular contact with the SEND team within North Somerset
- Oversee vulnerable groups (children looked after, children previously looked after and non-attenders)
- Link with mental health services and alternative therapies when changes or needs arise
- Track progress as part of the whole team responsibility
- Attend professional/parental meetings, including SEND meetings, transition meetings etc
- Run Phase transfer reviews and any key, complex EHCP reviews
- Plan and manage transitions internally and for new learners
- Analyse top-up funding and ensure learners are accessing criteria,
- Apply for additional top-up funding (submit with an EHCP review)
- Read and respond to consults
- Contribute towards Headteacher reports for Governors
- Joint Planning and implementation of EP time - Referrals for EP
- Complete sensory audits for departments and follow up any actions
- Respond to provision monitoring concerns
- Manage phase SEN budget

SEND Key Stage support teachers have specific responsibilities within a Key Stage. Kirstie Sweetman is the SEND support teacher for Key Stage 1 & 2, Kirsty Plume is the SEND support teacher for Key Stage 3, and Natalee Doran is the SEND support teacher for Key Stage 4 & 5. The SEND Key Stage support teachers are responsible for:

- Alongside Key stage lead, making sure all learners have access to the provision their EHCP entitles them to and that they have the equipment and interventions required. In most cases the needs are met by the class team and little intervention is needed
- Periodically check provision for a selection of learners
- Completing sensory audits

- Advisory teacher role - supporting teams with advice and guidance and collating reports
- Monitoring intervention referrals
- Completing referrals for ASD hub/Sirona care (ASD, ADHD, OT, ETC)
- Meeting with SaLT team, Intervention team at least twice a term
- Meeting with Assistant Headteacher for phases termly
- Supporting Assistant Headteacher with top up application paperwork
- Supporting Assistant Headteacher in SEND provision admin as necessary
- Overseeing the intervention needed and progress of intervention within the phase. Feedback to SLT lead.

Each class teacher is responsible for:

- The progress and development of every learner in their class against EHCP outcomes
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support of a learner's EHCP provision and the provision is linked to teaching
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Leading on EHCP annual reviews
- Ensuring that all learners have access to a broad and balanced curriculum that is adapted and personalised to meet their individual needs and reflecting their EHCP outcomes
- Ensuring that individual learners are assessed to identify specific learning needs
- Carrying out baseline assessments when a child or young person arrives at school and using this information to accurately identify areas of need
- Ensuring that all members of staff working with a child in school are aware of the child's individual needs and/or conditions and what input they need to learn and make progress
- Ensuring that all staff members working with a child in school are supported to deliver planned work/programmes for the child, so they can achieve the best possible progress. This may involve input from external specialists

- Maintaining a daily dialogue between school and parents, through the home/school diary, about how a child's day has been. We also welcome parent/carer telephone calls and visits.

4. Special Educational Needs provision

This policy should be read in conjunction with the SEND information report and 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

Westhaven School provides learners with a supportive, nurturing, safe, secure and stimulating environment in which their social, emotional, intellectual and health needs are met. The School Community has worked together to develop The Vision for Westhaven. The object of this policy is to further clarify the approaches to be taken in fulfilling this vision.

Westhaven School is a North Somerset Authority maintained day special school that makes provision for learners from 4 –18 years who experience barriers to learning.
It is essential that:

- all educational needs as identified within Education, Health and Care Plans are met
- all learners access a curriculum that includes high expectations, is personalised and prepares for them for their next steps of learning

The SEND Code of Practice identifies that:

> 'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.'

At Westhaven School we:

- Provide a safe, healthy and happy school environment, which is conducive to effective teaching and learning

- Value and respect all learners, parents and staff regardless of age, ability, gender, religion, ethnicity or background
- Provide meaningful and motivating learning opportunities for all learners across a broad, balanced and relevant curriculum
- Ensure that all learners receive their entitlement to personalised learning in line with their individual needs and preferences
- Utilise and develop appropriate forms of communication to promote understanding and self-expression for all learners
- Promote positive learner self-esteem and also an understanding of and respect for others, through a programme of Citizenship, Personal, Social and Health Education (PSHE) and Social Thinking
- Encourage learners to express preferences, make decisions and to engage in self-advocacy within school and the wider community
- Facilitate a team approach to meeting individual needs, which includes educational, health and support workers, the intervention and therapy team as well as the learner and their family
- Work in partnership with other schools and educational organisations to develop inclusive practice
- Enhance learner progress and achievement by regarding all teachers and support staff in school as learners and leaders

Westhaven School achieves the above by:

- Working in collaboration with other agencies to implement all safeguarding procedures
- Actively involving governors, staff, learners and families in decision-making and development planning
- Planning school development in light of national initiatives and current research
- Encouraging staff to reflect upon their work and refine their practice through collaboration and team-work
- Ensuring that staff are well trained and have access to good quality professional development opportunities
- Providing highly efficient and effective administrative and financial management
- Identifying and securing adequate and appropriate resources
- Having specialist SEND teachers, and a dedicated team of support staff (including therapists, parent support advisors and a healthcare assistant)

- Providing provision for learners with SEN, which includes in-class support; one to one provision / intervention; small group teaching as well as specialised input where needed (e.g. speech therapy; social skills, social thinking)
- Having a communication-rich environment where learners have access to a variety of communication approaches (as appropriate to their needs) e.g. PECS, symbols, signing, ALDs, AACs, communication boards/books
- Using assistive technology for our learner. These adjustments are assessed on an individual basis
- Ensuring class sizes are no more than 15 learners, yet most classes are 12. Classes have high staffing ratios and each highly skilled class team is able to quickly identify requirements for additional support on an on-going basis throughout the year and will discuss these with senior managers and parents
- Ensuring that learners develop relationships with a number of adults and so where possible Westhaven do not allocate specific assistants to work with identified learners. If a learner needs 1-1 support, where possible we share this throughout the team of teaching assistants
- Westhaven learners are provided with opportunities to build friendships, show and receive respect, feel valued and be accepted for who they are and achieve a sense of belonging
- Life skills are developed through the PSHE and Skills for Independence curriculum for all learners across the school. In addition, some learners receive specific Life Skills lessons which support work-related learning and preparation for adult life
- Upper School and Post-16 learners have the opportunity to meet with our careers advisor and have access to college link programmes and internal / external work experiences placements where appropriate
- Adapting our class structures. Ensuring that learners are following the correct curriculum strand: Encounter & Explore, Connect & Grow, Aspire & Excel, Engage & Respond, Develop & Empower
- Ensuring that class teachers plan for the holistic development of each child in his/her class, using detailed knowledge of each individual to promote their confidence and self-esteem
- When a child's behaviour becomes challenging, teachers are supported by senior leaders in agreeing with parents as to how best to manage it in both a positive and proactive way
- Providing a broad and balanced curriculum offer, including but not exhaustive:

National Curriculum outcomes

Phonics and guided reading

Sensory circuits
TEACCH approach
Attention Autism
TACPAC
Zones of regulation
Sign supported communication/ Makaton
Songs of reference
Work experiences
Visitors and trips
Skills for independence
Forest skills
PSHE
Love to listen
Lego therapy
Play therapy
Music therapy
Art therapy
Sensory integration
Social thinking

4.1 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. Learners 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

5. Assessment

Westhaven's assessment, review and reporting procedures operate in line with regulation and statutory guidance. Westhaven school has two trained SENCO's and SEND support allocated teachers, who as part of their role, work in an advisory Teacher capacity. This role is to work with learners, Staff and Parents to enable better provision where a learner 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 learner accurately and states required resources to meet needs. At the meeting the learner'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.

5.1 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.

5.2 Adapted curriculum

Westhaven has Adapted class structures and different curriculum strands to ensure that a learner is receiving the best possible education. These strands are: Encounter & Explore, Connect & Grow, Aspire & Excel, Engage & Respond, Develop & Empower. All learners have access to a broad and balanced spiral curriculum within each strand which are based on their next steps of learning, this 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.

5.3 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.

6. 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.

6.1 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.

6.2 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.

7. Partnerships beyond the school

7.1 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.

7.2 Parent/carers

Westhaven school is committed to working in close partnership with the parents/carers of its learners. The Governing Body includes 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.

8. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school in more detail. The information report will be updated annually and as soon as possible after any changes to the information it contains.

9. Further information

The school's complaints 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, families can speak with the school's SEND team, Parent Support Advisors or the Senior Leadership Team.

If you have any queries relating to this policy please contact:

Head Teacher: Mr Jamie Peacock
Deputy Head Teacher: Mrs Zoe Payne
Assistant Headteacher (Lower School) and SENCO: Miss Tammy Chaplin
Assistant Headteacher (Middle School): Mrs Susan Cantello
Assistant Headteacher (Upper School & Post 16) Miss Emma Wells

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