



# Westbury School



## SEN policy

Updated 2015, in line with the SEND code of practice 2014

The school provides for pupils aged 7 to 16 who experience social emotional and mental health difficulties. The work at the school was judged to be good by OFSTED in December 2013.

The school sees itself as being at the heart of education within the city, working closely with other agencies in the city and beyond that boundary to ensure the very best outcomes for our pupils and their families. Our commitment to research and training ensures that the organisation is constantly developing and has a purposeful relationship and partnership with both local universities and the Transform teaching school alliance.

This policy reflects both the school's commitment to the SEND code of practice and its consultation with parents, the local authority and community partners.

### The aim of the school and aspirations for the pupils

Our aim is to ensure that all pupils access the very best in educational opportunities, taking their rightful place within our community. Our expectation is to see the school at the very heart of learning within the local and city community. As a national support school we have a wider role to play in supporting schools to develop outstanding practice within education and our ambition within this work is to support the development of outstanding teaching and learning with appropriate regard for those pupils who experience a range of special educational needs.

### Key objective

In order to achieve our aims for our pupils we will provide appropriate, personalised learning, based on clear assessment and planning.

The school will work within the guidance of the SEND code of practice 2014 and provide nominated member of staff to act as SENCO. Training will be provided for staff to ensure that they are well equipped to meet the needs of all our pupils.

### Identifying special educational needs

Nearly all pupils arrived with a statement or education, health care plan which has already identified these special educational needs of the individual people, with guidance as to what education is to be put in place to support the child's development. The school continues to assess the children and young

people through an annual review process, based on person centred reviews and these allow for appropriate changes to the identified needs to be updated or amended. Those pupils who arrived on an assessment place are given time to adapt to the school and assessments are made by school staff and other unlined city professionals in order to make a determination that may lead to a formal assessment of special educational needs.

When a request is made for admission to the school due attention is made to ensure that the school is the appropriate place to meet the individual child's needs.

The school is mindful of other issues which whilst not SEN may have an impact on progress.

- Attendance and punctuality
- health and welfare
- EAL
- being in receipt of pupil premium grant
- being a looked after child
- being the child of a serviceman/woman

#### School approach to support

All teachers are responsible and accountable for progress and development of the pupils in their class including where pupils access support from teaching assistants or other specialist staff.

High quality teaching, differentiated for individual needs, is the first step in responding to pupils who have or may have SEN

The school regularly and carefully reviews the quality of teaching for all peoples including those at risk of underachievement. This includes reviewing and when necessary improving teachers understanding of strategies to identify and support vulnerable pupils who experience a potential learning disability as a result of SEN.

Informed by the statements or EHC plan staff consider all of the information gathered from within the school and about the pupils progress and alongside national data and expectations of progress. This includes high quality and accurate formative assessment using effective tools and assessment materials

Through person centred planning, people's parents and families are kept at the centre of the process.

#### Supporting pupils and families

Parents are made aware of the LA local offer with reference to this on the school website.

The school website contains the SEN information report which is updated annually.

The school makes appropriate arrangements to ensure that families can link with other agencies to support both the family and the pupil.

Admission arrangements are managed by the local authority and this is described in its local offer.

Pupils access a broad and balanced curriculum and every effort is made to ensure that they have access to appropriate accreditation exams and other forms of assessment. The head of School is the exams officer.

Pupils are supported in transition from class to class and across key stages by their class teachers and phase leaders and there is significant planning that goes into securing smooth transition. For our pupils leaving school every effort is made to ensure that their future placement is secure and that the pupil has had time to adapt to the new setting with appropriate levels of support provided by school staff.

The school's policy for the management of medicines is available on the school website.

#### Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision for all of its pupils.

Reviews of quality of provision are done through annual reviews with parents and pupils, parents open days and discussions with pupils. The school reports regularly to school governors on pupil progress.

#### Training and resources

Ongoing training is provided for all staff in the area of SEN and teaching and learning in order to maintain the quality of our teaching and learning provision. This enables all staff to respond to the strengths and needs of all our pupils and secure the best outcomes in learning.

All teachers and staff undertake induction as part of their engagement programme on taking up a post at the school.

The school works with its partner special schools across the city in order to maintain current awareness of developments in our sector.

#### Roles and responsibilities

The SEN governor is and meets with the school staff to determine priorities and provide support and challenge in respect of all matters related to SEN.

The member of staff responsible for safeguarding and LAC is the head of School.

Storing and management of information

Pupil files are kept locked and secure in the main office. Records pertaining to safeguarding are locked and secured in the head of School's office. Records of pupils who have left the school are kept offsite in an approved LA store.