



**WESTBOURNE  
SCHOOL**

# **EP2 SEN policy**

<b>Date reviewed:</b>	May 2021	<b>Policy:</b>	SEN policy
<b>Review due:</b>	May 2022	<b>Reviewed by:</b>	Emmanuelle Scott

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## 1. Introduction

Westbourne School is an independent special school for young people aged between 11-18 with Education and Health Care Plans (EHCP) that identify SEMH or Autism (Communication and Interaction) as their primary need.

## 2. Aims

Response to our pupils' special educational needs (SEN) is an integral part of the work of the school and reflects some key principles, which are:

- putting pupils as our first priority
- setting challenging targets for all partners and acknowledging effort and success
- establishing high levels of professional confidence and competence
- creating a climate of openness and honesty
- recognising that progress depends on partnership
- valuing initiative and enterprise
- identifying the critical importance of excellent leadership
- maximizing the potential of new technology and learning
- maintaining and enhancing the religious, cultural and linguistic diversity within our community.

Westbourne School embraces the following principles and understandings when meeting SEN:

- a child with special educational needs should have their needs met
- the views of the child should be sought and taken into account
- parents/carers have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education based on the National Curriculum.

## 3. Legislation and guidance

This document is written based on the statutory guidance from the *Special Educational Needs and Disability (SEND) Code of Practice 0-25 2015* in conjunction with the following legislation:

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disabilities Regulations 2014
- Equality Act 2010.

## 4. Definition

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age,
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age, in mainstream schools or mainstream post-16 institutions.

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## 5. Roles and responsibilities

### 5.1 The SENCO

The SENCO at Westbourne School is Emmanuelle Scott, who can be contacted on [emmanuelle.scott@westbourneschool.org](mailto:emmanuelle.scott@westbourneschool.org)

The SENCO will:

- work with the Senior Leadership Team and SEND governor to determine the strategic development of the SEN policy and provision in school
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHCPs
- support all staff in meeting the SEN learning needs of students
- provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- advise on the graduated approach to providing SEN support
- be a point of contact for external agencies, especially the Local Authority and its support services
- advise on the school's delegated budget and other resources to meet pupil's need effectively
- liaise with parents/carers of pupils with special educational needs.

### 5.2 The Headteacher

The Headteacher will:

- work with the SENCO, the Senior Leadership Team and the SEND governor to determine the strategic development of the SEN policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 5.3 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the school SENCO to review each pupil's progress and develop and decide on any changes to the provision
- ensuring they follow this SEN policy.

### 5.4 Teaching assistants

Teaching assistants are an integral part of the provision for pupils at Westbourne school. Their role is principally to support the class teacher in their work as follows:

- Work as part of a team supporting pupils with their learning needs and IEP targets

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- Regularly liaise with and report class teams' concerns
- Raise pupil concerns at briefings
- Liaise with class teams to support reviewing and writing of IEPs, Pen Portraits and behaviour Plans and be mindful of their contents

### 5.5 The SEND Governor

The SEND governor is Lynette Edwards. Her role is to:

- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision with the school and update the governing body on this.
- Work with the head teacher and the SENCO to determine the strategic development of the SEND policy and provision in the school.

## 6. SEN information report

### 6.1 The kind of SEN that are provided for

Westbourne School is an independent specialist provision for pupils who have an Education, Health and Care Plan (EHCP). Our school provides support for a range of needs including:

- communication and interaction needs. For example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties.
- social, emotional and mental health (SEMH) difficulties. For example, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder and anxiety.
- cognition and learning needs such as Dyslexia and Dyspraxia.

### 6.2 Consulting and involving pupils and parents

The school aims to work in partnership with parents/carers to ensure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- the concerns of parents/carers are taken into account
- everyone understands the agreed outcomes for the child
- everyone is clear on what the next steps are
- parents have the opportunities to play an active role in the child's education
- parents/carers have the opportunity to discuss ways in which they, and the school, can help their child
- parents/carers can be kept informed about any additional support their child is receiving.

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These conversations are held informally via regular telephone conversations or during Annual Review meetings of the child's EHCP.

As a school we involve pupils, wherever possible, in making decisions through:

- identifying their own needs and strengths
- individual targeting across the curriculum in the form of IEPs (Individual Educational Plans)
- self-review of their own progress and setting of new targets.

### **6.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach of '*assess, plan, do*' review. Class teachers/departments will work with the SENCO to carry out an analysis of pupil needs. This will draw on:

- the teacher's assessment and experience of the pupil
- previous progress and attainment
- the individual's development in comparison to their expected progress.

The assessment will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **6.3 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils through various different means including resources, support and outcomes.

We will also provide the following interventions:

- Reading and Literacy interventions
- Numeracy interventions
- Therapeutic support
- Speech and Language Therapy.

### **6.4 The curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met. Our curriculum and learning environment is:

- differentiated to ensure all pupils are able to access it. For example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapted using resources and staffing
- supported by using recommended teaching aids such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiated through our teaching. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- supported by individual education plans

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- using a range of on-site and off-site activities to help support pupil progress.

### 6.5 Facilities and equipment

Westbourne School is set in a spacious newly refurbished Victorian building which provides large working spaces for both academic and vocational learning. The school has a range of specialist facilities in place:

- Safe and secure building
- Safe transport area for arrival and departure
- A wide range of sensory equipment in classrooms as well as a dedicated sensory room
- A mechanic workshop
- A hair and beauty salon classroom
- A fully kitted catering classroom

### 6.6 Access to therapeutic support

Some students may have specific therapeutic needs identified in their EHCP. The SENCO oversees the students' needs as stated in their EHCP or as they arise and will liaise with staff and the Therapy Team to make referrals as necessary. All assessments results and reports (or a summary thereof) will be shared with staff, parents / carers and other professionals involved with the young person.

The school employs or works with a range of therapists:

- A Speech and Language Therapist (SALT) who is responsible for assessing speech and language difficulties in our students, planning and delivering or overseeing the delivery of bespoke 1:1 or small group interventions. The SALT will feed back reports to the Senior Leadership Team and will give advice, support and strategies to teachers, staff and other professionals.
- An Occupational Therapist (OT) who is responsible for assessing the sensory needs of our students and planning and overseeing the delivery of bespoke 1:1 or group interventions. The OT will feed back reports to the Senior Leadership Team and will give advice, support and strategies to teachers, staff and other professionals.
- Counsellors provide bespoke therapy focusing on the needs of individual students. Therapy is confidential however the therapy team will feedback relevant information and produce reports to help school create strategies to support students.

### 6.7 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- reviewing a pupil's progress towards their EHCP each year, in the form of an Annual Review meeting
- monitoring pupil progress towards their individual education plans (IEP) and setting new targets every term
- using the graduated approach to help support and monitor interventions.

### 6.8 Complaints about SEN provision

Any complaints relating to the provision of SEN will be dealt with in line with the school's Complaints policy.

## 7. Monitoring arrangements

This policy will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

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## **8. Links with other policies**

This policy links with other school policies such as:

- Assessment guidelines
- Curriculum policy
- Behaviour policy
- Equal opportunities
- Complaints policy

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