



Special Educational Needs and Disabilities (SEND) Policy

Scrutinised and recommended by	Quality of Education Committee
Next Review by	Spring 2021
Responsibility	AHT (Inclusion and Partnerships)

Mission Statement

At Westminster City School we value all students in our school equally and firmly believe that everyone is entitled to experience success. We recognise the need to develop the whole student in both academic and personal terms; working to give them the confidence to achieve and fulfil their God-given potential. The SEND policy is intended to ensure that inclusion is at the heart of our school.

The SEND policy has been designed to follow the guidelines of the Code of Practice (January, 2015).

Definition of SEND

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.” Section 312 Education Act 1996.

“A person has a disability...if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.” Section 1(1), Special Educational Needs and Disability Act 2001

Underlying Principles

- We believe all teachers are teachers of special educational needs. We recognise that it is the teacher’s responsibility to meet the needs of all students in their class. By providing quality first teaching through: classroom organisation, teaching materials, teaching style and differentiation; staff create learning environments where all are respected and included.
- We are committed to providing an appropriate curriculum that meets our students’ needs and promotes high standards. We will do this by removing barriers to learning and delivering purposeful and personalised interventions. This will help our students’ reach their potential, become confident individuals and make a successful transition into adulthood.
- We will work together with students and their parents/carers to ensure they are fully involved in decisions regarding support. We recognise our students’ unique gifts. We are committed to promoting equality, respect and understanding across our whole school community.
- Where our students need access to professional services, we will work in conjunction with the Local Authority to jointly plan and commission services. As a school, we provide a variety of support for our students. We are committed to a joint approach so that alongside a range of professional services we identify, understand and meet our students’ needs.
- We are committed to collaborative working, drawing on both mainstream teaching and subject expertise, and SEND expertise, to achieve the best outcomes for students with SEND.

Key Aims

- To ensure SEND is a key priority of the school.
- To provide all pupils and students with a broad, balanced, inclusive and relevant curriculum.
- To have high aspirations for all students, set stretching targets and monitor the progress towards these goals.
- To ensure that pupils and students with SEND fully engage in the activities of the school alongside students who do not have SEND.
- To ensure that all pupils and students are taught in ways that meet their needs and value their strengths thus allowing pupils and students to reach their full potential both academically and socially.

- To offer a graduated approach of plan, assess, do, review, when identifying and supporting pupils and students with SEND.
- To ensure students are identified with SEND as early as possible and have access to high quality support by mainstream and, where appropriate, by specialist staff.
- To do what is necessary to enable our students to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled student or special educational provision for a pupil or student with SEND.

Key People and Roles

Governing Body

Governors must regard the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors report to parents annually on the implementation of the SEND policy.

The SEND Link Governor has specific oversight of the school's arrangements for SEND.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEND. The Headteacher should keep the governing body fully informed of matters relating to pupils and students with SEND and ensuring all statutory duties relating to SEND are completing in line with best practice.

Assistant Headteacher (Inclusion)

The Assistant Headteacher has strategic oversight over the work of the SENDCO and the Inclusion Department. They lead on the quality assurance of the work of the SENDCO and the Inclusion Team and ensure reporting on this area of the school to the Leadership Group and Governors is in line with best practice.

Head of Learning Support/SENDCo

The SENDCO has the following responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy for all pupils and students with SEND.
- Holding a strategic and collaborative role to provide staff with advice, support, coaching and training to better provide for the needs of pupils and students with SEND.
- Leading and managing the SEND team.
- Coordinating provision for all pupils and students with SEND.
- Liaising with parents.
- Over-seeing the records of all pupils and students with SEND.
- Liaising with external agencies.
- Ensuring that they are up to date on the latest SEND guidance and SEND law.
- Advising on the graduated approach to providing SEND support.

- Overseeing the referral process for pupils and students with Educational Health and Care Plans and supporting the transition process for non-Educational Health and Care Plan students joining the school to ensure those with SEND are identified.
- Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- All other responsibilities are set out in the SENDCO's job description.

Subject teachers

All teachers are teachers of pupils and students with SEND. Teachers are responsible and accountable for the progress and development of the pupils and students in their class, including those pupils or students who access support from learning support assistants or specialist staff. High quality teaching, differentiated for individual pupils and students, is the first step in responding to pupils and students who have or may have SEND.

We believe that additional intervention and support cannot compensate for a lack of good quality teaching.

WCS regularly and carefully review the quality of teaching for all pupils and students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Admission arrangements

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Pupils and students with SEND are considered on the basis of the school's Admissions policy.

Where pupils and students have an existing Education, Health and Care Plan (EHCP), the school will respond to consultation from the local authority about whether the school should be named in the plan. If the school is named in the plan, the school will admit the pupil or student.

Provision for pupils and students with SEND, including those with an EHCP, are reviewed on entry and continuity of support is maintained where possible.

Identification and Assessment

It is our principle to identify students as early as possible. We follow the Code of Practice guidance that states SEND support in schools should adopt the following methodology of – **Assess, Plan, Do, Review.**

Transition

We gather information from the following sources:

- The record of the summer interview with parents/ student.
- Year 6 Open Evening in July when parents and students visit the school.

- Contact with primary/secondary schools.
- Baseline testing at the start of year 7.
- Classroom observation and feedback from; teachers and Learning Support Assistants (LSAs) during the first weeks of term by the SENDCO and the Inclusion team.
- Online reading comprehension assessment.
- Discussion held with Form Tutors and other teaching staff.
- Outside agencies.
- Information gathered from visits to primary schools and reports from these schools by the Inclusion team during the summer term.

Students currently on roll

In accordance with the Code of Practice the school adopts a graduated response to meet the needs of students with SEND:

- Staff are made aware of the pupils and students with SEND and can access clear information about their needs, strengths and strategies which have proved successful.
- Subject teachers and Form Tutors continuously monitor students' progress to identify students who are underachieving and refer students through a clear referral route to the SENDCO.
- Subject teachers and Form Tutors ensure quality first teaching is received for all students. This is monitored by the Senior Leadership Team, Key stage leads and Subject Leaders.
- Subject leaders and Key stage leads are informed about pupils and students who continue to have difficulties.
- The SENDCO is informed if a pupil or student is underachieving or is a cause for concern, especially if this occurs in more than one area and will work with mainstream staff to determine whether SEN support is needed.
- The school will meet with parents/carers throughout the year to review support.
- Teachers will intervene with planned strategies and review impact as a first measure.
- The SENDCO will provide advice, resources and ideas for teachers, if needed, to help them do this.

Assessment

- All pupils and students, including those with SEND are assessed, following school and National Curriculum procedures, including internal school examinations and tests, teacher assessment and through external examinations such as GCSEs, BTEC's and A levels.
- The quality of the Teaching and Learning of pupils and students with SEND is incorporated into the school's monitoring cycles.
- Students are regularly monitored through yearly reports, parents evening, focus meetings as well as organised meetings with the SENDCO.
- The progress of all pupils and students is tracked on the school SIMS system where pupil/student profiles, progress and GCSE grades are also available.
- Pupils in years 7, 8 and 9 have a reading comprehension assessment in the autumn term and mid-year to monitor progress.
- Pupils and Students with an EHCP will meet with a member of the Inclusion team twice yearly to update their student one page profiles and complete their annual review Section A documentation.
- The SENDCO will monitor the progress of all pupils and students with SEND.

- Where a pupil or student with SEND is not meeting expected progress, all relevant staff, including the SENDCO where appropriate, will consider what additional support the student needs and how this can be put in place.

Provision and Intervention

Provision for pupils and students with SEND is a matter for the whole school and is a part of the school's adopted graduated response of plan, assess, do and review. Pupils and students are withdrawn only when the support activity cannot take place in a mainstream class. Pupils and students are withdrawn for specific intervention for a whole lesson; this is done on rotation to minimise disruption to their everyday subject timetable.

In addition, there are the following aspects to and elements in our provision and intervention for pupils and students with SEND:

- The needs of pupils and students are discussed with all staff prior to the beginning of each school year.
- The school has a Nurture group that provides support to a core small group of pupils with specific needs, outside of mainstream classes for some of the timetable.
- The Inclusion register is updated after pupil/student SEND reviews and is constantly under review. This information is readily available to staff.
- Each department is responsible for its SEND provision and there is a named representative in each core department and faculty who liaises with the SENDCO – usually this is the subject leader.
- LSAs work closely with subject teachers with some attached to core departments.
- LSAs liaise with the SENDCO and they attend regularly departmental meetings.
- The SENDCO also liaises with line management, Key stage leads, Heads of Year, Child Protection, Safeguarding and Multi agency officer and Pupil support team on a regular basis.
- Access to both therapeutic support and external support is discussed with parents and students and the outcomes tracked and monitored.
- One-page pupil/student profiles are completed to detail provision and support learning in both the classroom and during intervention sessions. There is a clear system for teachers to refer pupils and students to be considered for reasonable adjustments in examinations.
- Pupils and students with SEND are supported to make successful course and career choices.
- The school's co-curricular offer supports pupils and students with SEND.

Monitoring and Evaluation

The success of the implementation of the SEND policy is measured by the progress and achievement of pupils and students with SEND.

- Pupils and students with SEND are taught in mainstream classes and are only withdrawn when support is identified and required.
- There is evidence of early identification and regular monitoring.
- An up-to-date record of the names of all pupils and students with SEND is maintained.
- Parents and Carers of pupils and students with SEND are actively engaging with the school
- Tracking data for all pupils and students with SEND is provided to inform provision.

- Strategies and targets are realistic and used by subject teachers and LSAs (Learning Support Assistants).
- Pupils and Students are involved in the target setting process.
- All teachers show awareness of pupils' and students' SEND, and knowledge of the graduated approach towards SEND.
- LSAs are engaged in ongoing reflective practice to ensure their approach is focused and has maximum impact.
- There is evidence that pupils and students with SEND are benefitting from the sharing of subject expertise with SEND expertise.
- Parent/carers and pupils/students have regular opportunities to feedback on the SEND support their child is receiving.
- Parents/carers are informed when their child receives additional support.

Student achievement will be measured through:

- Departmental assessments, attainment and progress in internal and external examinations, and ongoing teacher assessments.
- Regular review meetings.
- One-page Profiles and Progress data.
- Discussions between pupils and students with SEND, their Parents/Carers and staff on achievement of targets.

Training

- The school is committed to training all staff to teach pupils and students with SEND as part of their normal classroom planning and practice, thus assisting in the development of literacy and numeracy across the curriculum.
- Training is provided to ensure that there is effective collaborative practice between classroom teachers and Learning Support Assistants.
- SEND training led by the SENDCO is an integral part of the induction process of all new staff.
- SEND staff, including specialist teachers and learning support assistants, attend regular INSET and are available to support and advise teachers.
- Short term/Cover staff are given SEND information relevant to their activities.

Partnership with parents

- There is an up-to-date SEND information report for parents on the school's website. This is reviewed annually by the Governing Body.
- Parents/carers are valued at all stages of concern and are invited to share their views. It is firmly believed that the partnership with parents plays a key role in effective planning to meet the needs of individual pupils and students.
- Parents can approach the school whenever they have a concern and time will be made for them.
- Parents/carers are informed when their child is receiving additional support.
- Pupil and Student targets are discussed with parents, whose views are valued and listened to.
- Parents/carers meet the Educational Psychologist or other therapeutic professional if their child is being seen.

- Parents/carers attend review meetings and parents' evenings where specialist staff will be in attendance.
- Parents/carers are asked to work with the pupils and students at home, to improve their reading and homework.
- Parents/carers are asked to commit to supporting before and after school interventions to support the learning, progress and skills of their sons.
- The involvement of the parents of sixth formers is important. Following the Code of Practice, we will also inform students directly about their SEN support.

Complaints

Concerns regarding SEND should initially be addressed to the SENDCO, who will respond by contacting and usually meeting with the parents/carers to discuss the situation. If the situation remains unresolved, the complaint will be dealt with following the guidelines laid down in the school's Complaints Procedure.

Links to Other Policies

The SEND policy should be read in conjunction with the following policies:

Behaviour

Equality

Admissions

Teaching and Learning

Appendix

Accessibility and Facilities

- There is no special SEND unit on the site.
- The Learning Support Department is situated on the first floor of the Dacre Building.
- The school aims to meet a range of SEND covered by the four broad areas of need which would be expected to be found in a mainstream school. These are: Cognition and Learning needs, Social, Emotional and Mental Health needs, Communication and Interaction needs and Physical and Sensory needs.

Facilities

- We have five buildings on site, all with level access and lifts for the non-ambulant. Whilst all of our buildings are accessible, the routes between locations are extended if needing lifts or ramps and journeys take longer as a result. The largest building on site is Victorian with narrow corridors and staircases.
- We have several accessible disabled toilet.
- Refuge points are situated across the site enabling us to act quickly in an emergency and support those who may have difficulty exiting the building in an emergency.
- The medical room is located within the school's main Reception.
- A room is provided for use by the School Nurse, Educational Psychologist and the Speech and Language Therapist together with learning support classrooms to conduct assessments and lessons.

Allocation of Resources

- Money delegated to the school for the support of students with SEND is allocated to support individuals and groups, singly and in a class setting.
- External services are procured where required, these include an Educational Psychologist, a Speech and Language therapist and a Child Behaviour Therapist.
- In school we have Learning Support Assistants and a Pastoral Support Team.
- Teaching time specifically allocated to SEND provision varies from year to year to best meet the needs of each individual.
- Where money is received for a student with an Education, Health and Care plans or a statement, this money is spent directly on that student by employing a Learning Support Assistant. However, we encourage both staff and students to share support as this is a more efficient use of our resources and encourages students towards greater independence.
- Visits are made to the Special Educational Needs Departments of other secondary schools to see good practice.
- The school's Educational Psychologist works with identified students and staff as required.
- The school has access to a School Nurse, the Local Health Services and Social Services support

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