



## **Definition of SEND**

“A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to students of the same age.”

(SEND Code of Practice, 2015, p.94)

### **1. Aims**

At The Westgate School we are committed to giving all of our students every opportunity to achieve the highest of standards and become #equippedforlife by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children, reminding them that 'better never stops'. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder or exclude students. The achievements, attitudes and wellbeing of all our students matter.

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Students at Westgate School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties. Within the school we cater for a wide variety of special needs and all students are taught in mainstream classes. We add support into classes rather than removing students from lessons. Where possible, in core subjects and practical subjects, we also provide one smaller class per year group to ensure that those needing additional support for literacy and numeracy can be nurtured to allow them to catch-up so that they can close the gap between them and their peers.

### **2. Objectives**

Students with “Special Educational Needs”, in common with all students, are entitled to a broad and balanced curriculum, which embraces the National curriculum, within a framework of mainstream integration and which is commensurate with their abilities.

This entitlement is an integral part of the school's policy for Equal Opportunities and that an appropriate range of provision and strategies is available to meet all students' needs.

The achievements of all students, including those with SEND, will be celebrated equally with those who find success easier to achieve, and that, where possible, SEND students are included in extra-curricular activities together with more-able students without discrimination.

Parental involvement is encouraged within both the framework of the Code of Practice and of the school's Assessment, Recording and Reporting policy. Parents/Carers will be active partners with the school in decisions relating to their child's education.

The progress of SEND students is monitored carefully and information gathered is used to inform planning to achieve maximum progress commensurate with ability.

### **3. External Links**

Strong links exist between The Westgate School and other external agencies and teams.

The Integrated Support Services (ISS) team consists of the Educational Psychologist, ASD specialist teachers and SEND Teacher Advisors.

We also have links with Child and Adolescent Mental Health Services (CAMHS), Social Services, the Child Health team, the Police, Child Guidance and the Primary Care Trust.

We liaise closely with Slough Consortium Services (SCS) who provide specialist support for Hearing Impaired (HI), Visually Impaired (VI) and Multi-Sensory Impaired (MSI) students.

We have developed working relationships with specialist Speech and Language Therapists (SaLT).

For students in the Physically Impaired (PI) Resource Base we are also able to utilise support from a team of Physiotherapists who work closely with the school, and our students and staff.

Expertise from all these professionals is drawn upon as and when necessary and we meet with external agencies regularly to ensure we are accessing the best support for all our students.

### **4. Complaints**

Any parent/carer having a complaint about the provision of SEND in The Westgate School should, in the first instance, contact the SENDCo. If, at this level, the school is unable to act on the complaint, the SENDCo will then communicate the nature of the problem to the Deputy Headteacher and then the Headteacher.

If a parent/carer follows the above procedure and is not satisfied with the response, the parent/carer may then make a written complaint to the Chair of Governors under the statutory complaints procedure for the school.

SEND Information, Advice and Support Service (SENDIASS) offer free, impartial and confidential information, advice and support to parents and carers of children and young people with SEND. They can be contacted as follows:

Telephone: 01753 787693 Email: [sendass@slough.gov.uk](mailto:sendass@slough.gov.uk) Address:  
St Martin's Place, 51 Bath Road, Slough, Berkshire, SL1 3UF.

As a school we work closely with SENDIASS and actively encourage all families to seek support from this service, as well as other parent support groups.

## **5. Implementation**

The method of implementation of this policy is in Appendix A

## **Appendix A to Special Educational Needs Policy**

### **1. Management**

The SEND policy will be managed by the Headteacher, the Governor responsible for SEND and the SENDCo.

The SENDCo will be responsible for monitoring the needs and progress of all students with SEND and will share responsibility for managing the resources necessary to fulfil the objectives of the SEND policy with the Headteacher.

The Governors and Headteacher shall allocate funds annually which will be directed towards satisfying the learning needs of SEND students. Such monies may be used as a delegated budget by the SENDCo to purchase resources, or by the Headteacher to enhance staffing to benefit such students.

### **2. Management – SENDCo**

- Manage the day-to-day operation of the SEND Policy.
- Maintain the SEND register and oversee the completion of records on identified SEND students.
- Co-ordinate provision for SEND students across the curriculum via Curriculum Leaders and Directors of Learning.
- Liaise with and advise teaching staff with regards to SEND students, including students with an EHCP or those students who require SEN Support.
- Liaise with parents/carers with regard to their child's SEND.
- Liaise with all appropriate external agencies and keep records of their intervention.
- Contribute to in-service training for staff and the school's strategic planning with regards to SEND.

### **3. Management – Staff**

The SENDCo will, through liaison with staff, ensure that the special educational needs of students are known to appropriate persons.

All Teaching Staff remain responsible for:

- 1) Adopting strategies to meet the needs of students recommended in Annual Reviews;

- 2) Monitoring progress towards clearly defined objectives (as outlined in Annual Reviews) and keeping records of progress;
- 3) Contributing, as tutors, to the referral, monitoring, reviewing and liaison within the Code of Practice framework;
- 4) Contributing as members of staff with areas of expertise to the planning for students with SEND (this may include non-teaching staff);
- 5) Alerting SEND staff to possible SEND and therefore ensuring early identification.

#### **4. Admissions Arrangements**

We have a Resource Base which is capable of catering for up to 15 students with Physical Needs who have an Education Health Care Plan (EHCP) and who are on Band 3 funding or higher; these students are fully integrated into all aspects of the school. The site is fully wheelchair accessible and students are taught in mixed ability groups or set according to their ability, rather than their disability. If parents/carers would like their child to be admitted to the 'Westgate School Resource Base' this provision will need to be named on the EHCP.

Students with EHCPs are a special case under the Admissions Policy. They are referred by the Local Authority, usually at the request of the parent/carer.

The school is adapted to meet the needs of students whose physical condition requires additional facilities for access.

#### **5. Support**

All students at The Westgate School, including those with EHCPs, are integrated into the mainstream school. We provide students with full access to the National Curriculum and arrangements to withdraw students from lessons are only made to meet students' specific needs.

Staff provide support for all students in lessons. Additional support is available for identified students; this is provided by a highly trained team of Learning Support Assistants (LSAs). Students' progress is reviewed according to statutory requirements. Students undergoing Key Stage 3 assessment are appropriately supported during assessments.

Students in KS4 and KS5 with SEND receive support with coursework to meet external examination requirements and are all entered for external examinations, commensurate with their abilities.

Students in KS4 and KS5 are tested to see whether they require additional support in their external examinations. If a student qualifies for additional support then

Examinations Access Arrangements are applied for with the examining boards. The SENDCo and, where necessary, the Educational Psychologist assesses the need for such arrangements and supports the school's applications.

Students in KS4 and KS5 receive specialised careers advice.

The school is allocated funding for SEND students with an EHCP from Slough LA. The Headteacher and SENDCo are responsible for allocating the resources appropriately.

The Pastoral Team works closely with the SEND department by implementing and developing strategies to support vulnerable students.

## 6. Identification and Assessment Procedures

A reading test is administered to students in Year 7 and 8. A students' reading age, together with data from KS2, is used to assess potential and assist curriculum planning. This screening gives an overall illustration of immediate concerns. The SEND staff then offer specialist literacy interventions to all students on all students with a reading age which is 4 or more years lower than their chronological age.

Using the information gained, together with observations, previous educational history, knowledge of health etc. those students for whom it is appropriate are listed on the SEND register and provision made. In line with the recommendations in the SEN Code of Practice, a student will only be placed on the SEND register if parents/carers are informed.

According to the provision allocated, monitoring of student progress then occurs within statutory guidelines.

Any member of staff or external professional who has concerns about a student can refer their concerns to the SENDCo who will investigate the concerns and provide support and advice.

Statutory procedures under the Code of Practice apply to all students on the SEND register.

Students are regularly assessed throughout the year as part of the routine monitoring process.

This pattern is established:

Year 7	On entry and throughout the year.	Reading test is completed twice a year and students have regular in-class assessments. Students complete end of year assessments.
--------	-----------------------------------	---

Year 8	Throughout the year.	Reading test is completed twice a year and students have regular in-class assessments. Students complete end of year assessments.
Year 9	Throughout the year.	Students have regular in class assessments for monitoring purposes and to inform option choices. Students complete end of year assessments.
Years 10 & 11	Formal assessments take place at the end of Year 10 and Year 11 for all students.	

Records are kept for the student's school career and passed on to relevant professionals at 16+ (especially for students with an EHCP taking further training).

## **7. Management of students with SEND**

### **Code of Practice**

All teachers are teachers of SEND.

All students with SEND will be supported by the SENDCo and by the Director of Learning and Tutor.

Teaching Staff and Support Staff:

Will ensure that material is presented to students at a level appropriate to their known attainment.

Necessary resources are available to encourage independent learning wherever possible.

That necessary adaptations of equipment are organised by the SEND team.

The equal opportunities policy applies.

Progress is regularly monitored and recorded.

An appropriate range of strategies is employed to give students every possible assistance in achieving their personal targets, which will be known to both students and relevant staff alike

### **SEN Support**

Parents/Carers will be informed if their child is to be added or removed from the SEND register. Meetings are held with the parents/carers of all Year 7 students who were on the SEND register at the end of Year 6 to determine if support is still required.

Parents/Carers are actively encouraged to review their child's learning regularly throughout the year through letters, telephone conversations, parent evenings and meetings.

Reviews will inform future planning for the student.

### **School request for Statutory Assessment**

The SENDCo will collate all available information on the student as evidence for the need for statutory assessment, and the LA will be requested to initiate a multi-professional assessment.

### **EHCP**

Where a student's difficulties are classed as high complexity but low frequency. The specific resources needed to meet the student's needs will be formalised through an EHCP agreed with the LA. Reviewing and monitoring will be within statutory guidelines.

Where a student's difficulties are classed as low complexity but high frequency the child will be designated as SEN Support. The provision will be decided by the school in consultation with the parents/carers and, if necessary, the educational psychologist.

### **8. Reviewing**

External agencies will feed into the reviewing process where applicable.

School reports will inform parents/carers of their child's progress.

In the case of students with an EHCP, the annual review will give additional information to parents/carers and involve them in further planning where applicable and the financing will be reviewed by the LA.

### **9. Success Criteria**

All students with SEND are identified and provision made to meet their needs.

All students with SEND leave The Westgate School with appropriate externally recognised qualifications.