

# **Westlands Secondary School**

## **Special Educational Needs**

### **Introduction**

This document is a statement of the aims, principles and strategies to ensure effective and efficient provision for children with Special Educational Needs (SEN). It is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2010

The information was developed with regard to the SEN Code of Practice 2014 and will be reviewed annually.

### **Definition of SEN**

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

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age;
- (b) or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’, and ‘substantial’ is defined as ‘more than minor or trivial’. *SEN Code of Practice (2014, p5)*

### **1) Provision for SEND**

Westlands School makes reasonable adjustments for frequently occurring special educational needs without an Education, Health and Care Plan. This includes, amongst others: literacy difficulties, dyspraxia, speech and language needs, ADHD, ASD, and general to moderate learning difficulties. We can also meet the needs of some students with physical disabilities and sensory impairments, but who do not require an EHCP. Further training and advice may be sought for

special educational needs which occur less frequently, and with which the school is less familiar. The Westlands School can access advice and support from the specialist teaching service when necessary.

The Westlands School also currently meets the needs of pupils with an EHCP naming the following kinds of special educational need: cognition and learning, communication and interaction, social mental and emotional health and physical / and or sensory impairments. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

Westlands School has two specialist resourced provisions for secondary age pupils with specific learning difficulties, (dyslexia), and physical disabilities. Places in the specialist resourced provisions are commissioned by the local authority, and pupils must have an Education, Health and Care Plan prioritising the area. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority, in consultation with the school and parents.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2) Identification and Assessment of pupils with SEND**

At Westlands, we monitor the progress of all pupils up to six times a year to review their academic progress. We also use a range of assessments pupils at various points commensurate with their age and stage. These include CATs tests, and tests of reading age in Year 7 and 8. Where a student's results fall below those expected for their age we may carry out further assessments to ensure they receive the correct support in class, and the most appropriate access arrangements for exams. These tests include:

- Wide Range Achievement Test (WRAT 4)
- Diagnostic Reading Analysis
- Detailed Assessment of Speed of Handwriting
- Comprehensive Test of Phonological Processing (CTOPP 2)
- Hodder Reading Comprehension test
- Access Reading Test

All of the above tests are accredited and appropriate for use with access arrangement testing and are carried out by one of our three qualified assessors – Miss Gillespie (SENCO), Ms Maturin (AEN Teacher) and Mrs Lally (Leader of Dyslexia Provision).

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rates of progress
- Widens the attainment gap

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support include; support by teaching assistants in low ability classes, subject-specific tutor time intervention, oneto-one reading comprehension, phonics intervention, touch-typing skills and small group literacy work. Where appropriate students will also have access to safe spaces during unstructured time, and specific pastoral support delivered by non-teaching staff specialising in supporting the emotional and social well-being of our students.

Additional advice and assessment may be sought when appropriate. The purpose of this more detailed assessment is to understand which additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

### **3a) Evaluation of the effectiveness of the provision of pupils with SEND**

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

### **3b) Assessing and reviewing the progress of pupils.**

Every pupil at Westlands has their progress tracked up to six times per year. In addition to this, pupils with special educational needs may have additional assessments relevant to their needs. If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted. The list of accredited tests previously listed will also be used to review the progress of some students with SEND.

### **3c) Teaching pupils with SEND**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. At Westlands, we undertake regular reviews of the quality of teaching and learning for all pupils. Teaching is judged in line with Ofsted criteria and the national teaching standards.

Every year, a plethora of CPD opportunities linked to SEND is made available to all staff, whilst all national or local changes are explained to all staff. All new staff to Westlands receive an induction which includes an explanation of SEND at Westlands.

Teaching assistants are also offered a variety of CPD, and encouraged to complete the online courses available through the Inclusion Development Programme. Their CPD is monitored through the appraisal process.

### **3d) The Curriculum and Learning Environment.**

Westlands follows the advice given in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments: one to one reading comprehension, ageappropriate phonic reading schemes, one to one literacy work, small group literacy work, computer software packages; Lexia, StarSpell, Wordshark, Numbershark.

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' We also incorporate the advice provided as a result of assessments, both internal and external.

### **3e) Additional Support**

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school, and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required.

### **3f) School Activities**

All clubs, trips and activities offered to pupils are available to students with special educational needs either with or without an EHCP. Relevant risk assessments and careful considerations regarding staffing will be made before a trip takes place.

### **3g) Emotional and Social Development**

Westlands understands that an important feature of schools is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly through conversations pupils have with adults throughout the day. We employ a range of strategies but may also make external referrals through the Kent Family Support Framework, CAMHS (Child and Adolescent Mental health Service) and local LIFT (Learning Inclusion Forum Team).

Where external advisors recommend the use of equipment or facilities which Westlands does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

## **4) Name and contact details for key staff**

The senior teacher for Inclusion is Mrs Fazakerley [mfa@westlands.sch.uk](mailto:mfa@westlands.sch.uk)

The SENCo is Miss Gillespie [jmg@westlands.kent.sch.uk](mailto:jmg@westlands.kent.sch.uk)

The leader of the Dyslexia Provision is Mrs Lally [anl@westlands.kent.sch.uk](mailto:anl@westlands.kent.sch.uk)

The leader of the Physically Disabled unit is Mrs Panayiotou [aep@westlands.kent.sch.uk](mailto:aep@westlands.kent.sch.uk)

## **5) Training for staff**

A full programmed of continuing professional development is provided for all staff. Staff newly appointed to the school and newly qualified teachers also have access to bespoke training programmes. The trust also has an Improving Teacher Programme for staff to advance and develop their teaching practice. All staff are offered a range of CPD for specific SEND – such as ASD, ADHD and dyslexia.

Teaching assistants have a weekly sharing good practice session at which training needs are identified and delivered. Teaching assistants are also encouraged to complete the Inclusion and Development Program online courses on specific special educational needs.

## **6) Equipment and Facilities**

Where external advisors recommend the use of facilities or equipment which the school does not have, we will purchase it using the notional SEN funding, or seek by loan. The Communication and Assistive Technology Team advise on highly specialist resources for those with severe sensory impairments. Westlands School is fully equipped to cater for wheelchair users, we have ramps, lifts and modified toilet facilities. The school has also highlighted the edge of steps in order to be more appropriate for those with a visual impairment.

## **7) Parental Involvement**

All parents of pupils are invited to discuss the progress of their children at parents' evenings and receive progress information up to three times each year. In addition, we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **8) Involving Young People**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years, with the young person taking more responsibility and acting with greater independence in later years.

## **9) Complaints procedure**

The normal arrangements for the treatment of complaints within the trust are used for complaints about provision made for special educational needs. We would like to encourage

parents to discuss their concerns with the SENCO to try and resolve the issue before making a formal complaint to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## **10) Involving other bodies**

Westlands has engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service.
- Access to Local Authority's service level agreement with occupational therapy, physiotherapy.

## **11) Support Services for pupils with SEN**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

## **Transition Arrangements**

At Westlands, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as

possible. We have a full programme in place within each school for transition between the key stages. Transition arrangements are led by the senior teacher for Inclusion.

### **Information on where the Local authority's local offer is published**

The local authority has yet to publish its offer. Parents can access the following website to gain information about the local authority <http://www.kelsi.org.uk/> Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Next review date October 2019