



Welcome to

Westbury School

Special Educational Needs and Disability Policy

March 2024

T: 01743 884 195

uniquecaregroup.co.uk

CONTENTS

- Definition of Special Educational Needs
- Principles, Single Equalities, Implementation
- The SEN Aims of The School (Intent)
- Admissions & Inclusion
- Roles & Responsibilities
- Westbury Approach
- Assessment & Provision
- Identification of SEN; Plan, Do, Review Cycle
- Provision Mapping
- Timetabling
- Annual Reviews
- Partnerships with Parents
- Pupil Participation
- Links with External Agencies/Organisations

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 2004 and Special Educational Needs and Disability Act 2014

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 education authority (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

All of our pupils and students attend Westbury School because it has been identified that their needs cannot be met within their Local Authority provision

Principles

- Our school comprises of a home and a special school that provides education and care for young people with learning difficulties of both genders, from eleven to eighteen.
- Our students may have additional needs such as: Autism, Anxiety Disorder, Attention Deficit Hyperactivity, Emotional Difficulties, and Attachment Conditions.
- Our school seeks to offer pupils with Special Educational Needs appropriate provision and full access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment.
- There is a whole school approach, which involves all staff, in understanding how children learn, promoting positive emotional wellbeing and supporting pupils with Special Educational Needs.
- All staff are made aware of each pupil's needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs.
- Parents/carers and pupils will be involved fully in the process of the planning and delivery of support.

- It is the policy of our school that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils.
- Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.
- Teachers at our school will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

By planning in this way, our pupils with SEN and disabilities will have access to an ambitious curriculum that meets individual needs. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN within our school and use these to reflect on and reinforce the quality of teaching. The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Within the context of the pupils require additional support

at our school includes pupils have learning difficulties as a primary need and associated comorbidities.

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. Our SLT has specific oversight of our school's arrangements for SEN and disability. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Our school's Special Educational Needs Policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Head teacher and the pupil's parents/carers/social workers would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil.
- to ensure that the special educational needs of pupils are identified, assessed and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs.
- to enable all pupils to have full access to all elements of the school curriculum.

- to ensure that parents are able to play their part in supporting their pupil's education.
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible.
- to assess the pupil to identify specific areas of difficulty.
- to ensure all staff are aware of the pupil's needs and are able to meet those needs within the school setting.
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes.
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required.
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability.
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

Pupils are admitted to the school at the discretion of the Head Teacher. Pupils with additional needs will be admitted if the school can offer appropriate support.

In advance of starting at the school all pupils and their families/carers/local authorities are encouraged to visit the school to meet the staff team and other professionals who will be working with their child during. The school will provide the following to assist in transition

- A prospectus which details the ethos and values of the school and some of the practical details.
- Enrolment forms
- A Person-Centred Plan pack to obtain parent/carer information about the young person
- A proposed education plan, developed in consultation with all stakeholders

When transferring there is very close liaison between the feeder school and Westbury School with our staff visiting the feeder school to observe the young person in the current environment when possible. Some pupils may require a bespoke and/or phased entry to the school and we work in partnership with families to ensure that every pupil gets the best start to their time at Westbury School. Pupils often join us during an academic year and plans are made for phased induction visits where possible. It is usual that all professionals involved with a child would be consulted about the child's needs with regards to specialist

equipment etc. so that provision can be made in preparation for the child or young person to start with us.

Pupils entering the school will normally have a raft of reports which should be brought to the attention of the Head Teacher. A teacher baseline assessment which includes English, Mathematics, personal, social and cognitive abilities will take place within the first six weeks.

ROLES & RESPONSIBILITIES

Special Educational Needs Co-ordinator (SENCo)

The staff work collectively to help oversee the needs of pupils throughout the whole school. It is the responsibility of the SENCO to oversee this work and to co-ordinate the operation of the Special Educational Needs Policy. The SENCO who has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the local provision and the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- designs and monitors the personal learning plans.
- oversees the records for all pupils with special educational needs.
- maintains the school's SEND and EAL lists.
- liaises with and advising fellow staff.
- liaises with parents of pupils with special educational needs.
- works with external agencies, professionals and specialist tutors as appropriate.
- monitors Individual Educational Plans, as and when required.
- supports staff in developing strategies to effectively meet the learning needs of all pupils at our school.
- Provides high quality training for teachers and LSAs to support pupils' well-being.

Learning Support Assistants (LSA)

We also use LSAs who are timetabled termly to work with various pupils either individually or in the classroom. Teachers and LSAs hold regular weekly meetings to discuss pupils learning and to plan next steps. This includes which children will be focused on and allow time for both staff and LSAs to plan provision and

differentiation for those children to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our pupils. As part of inclusion, we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

Our Approach - What Westbury School does

In practical situations of our school, we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and respond promptly. We understand parents know their children best and we place stress great importance when parents' express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our school, a graduated approach to help children who have Special Educational Needs.

- Our approach recognises that there is a continuum of special educational needs and that where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
- We are following the current guidance by using this graduated approach to identify and support our children with Special Educational Needs.
- In our school, the graduated approach is led and co-ordinated by the SENCO.
- Where we identify a child as having SEN in our school, we take action to reduce barriers to learning and put effective special educational provision in place.
- The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil requires and if the pupil is making good progress and securing good outcomes.
- This is known as the graduated approach of the Assess- Plan – do- Review cycle. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

All of our learners have an Education, Health and Care (EHC) Plan, we will always consult with parents/ carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including an adapted version of the National Curriculum if this is specified/ appropriate to need. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our school is named in the Education, Health and Care (EHC) Plan.

We have arrangements in place to support children with SEN or disabilities. We have a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. We have a focus on inclusive practice and reducing barriers to learning, therefore special educational provision in our school is underpinned by high quality teaching, which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where children with SEN are in their learning and development.

We:

- ensure decisions are informed by the insights of parents/ carers and those of children themselves.
- have high ambitions and set stretching targets for them.
- track their progress towards these goals.
- keep under review the additional or different provision that is made for them.
- promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

This information gathering will include an early discussion with the pupil and their parents/carers/virtual school. These early discussions will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the pupil's record on our school information system and shared as required. Consideration of the special educational provision required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting our school's core offer or whether something different or additional is required. However, where support is provided, a clear date for reviewing progress will be

set and the parent, pupil and teaching staff will each be clear about how they will help the pupil attain the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and reduce any barriers to learning. Pupils' SEN will be recorded in our school records and the pupil's parents will be formally informed that special educational provision is being made

Our approach may include:

- Structure and routines embedded into the school day
- Planning for changes to routine
- Visual supports to promote understanding of routine and the school day
- Clear and concise communication with adequate time to process information
- Social stories to develop greater social understanding
- Adaptations to the classroom and school environment based on individual need e.g. Ear defenders
- Promoting awareness of learning difficulties
- Carefully planned curricula and lessons which take into account the interest, needs and aspirations of pupils
- Social Communication session.
- 'Break' card to indicate to teaching staff if a regulation break is required
- 'The Zones of Regulation' scale to turn emotions into more concrete concepts and proactive responses
- Dedicated safe and quiet place for pupils to go to when they feel anxiety building or are overloaded by sensory stimuli.
- Personalised emotional literacy support
- Visual reward systems
- Small class groups
- Structured teaching with visible success criteria
- Practical and creative learning opportunities, with lessons engaging a range of learning styles
- Personalised timetable with creative learning opportunities
- High level of pastoral input to support personal and social education
- Person Centred Plans updated each term which offer smart targets focussing on personal and social development
- Clear boundaries, rewards and consequences
- Summative and formative evidence-based assessments and close tracking of progress in order to identify gaps in learning
- Intervention groups
- Personalised Communication Passports
- Highly skilled experienced staff who have a clear understanding of learning difficulties

- Opportunities to develop social, moral, spiritual and cultural education

Use of data and record keeping

Our school has developed its own approach to record keeping in line with the requirements of the GDPR 2018. The provision made for pupils with SEN will be recorded accurately and kept up to date. Our school will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. We use our information system to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. It is in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the pupil's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

Improving outcomes: high aspirations and expectations for children and young people with SEN in our school

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best.
- become confident individuals living fulfilling lives, and a successful transition into adulthood, whether into employment, further or higher education or training.

Our pupils have their SEN identified on their EHC plans, in addition we will identify and address any additional SEN of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people's SEN.
- ensure that children and young people with SEN engage in the activities of our school alongside pupils who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO

- inform parents when they are making special educational provision for a child.
- prepare an SEN information report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

Identification of Pupils with Special Educational Needs and Disabilities

The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, and use this to reflect on and reinforce the quality of teaching. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at Westbury School will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty which will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning in this way, our pupils with SEN and disabilities will be able to study and adapted national curriculum. Where a pupil is identified as having SEN, our school will take action to remove the barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The identification of pupils with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process; through the EHCP and other documentation
- by staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area.
- by staff referring a pupil who is experiencing emotional/behavioural problems.

- through discussion with external professionals such as doctors, counsellors, therapists and also
- through concern expressed by parents (recorded on the parental meeting record form).

Our school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Teachers and teaching assistants supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than expected progress of targets set by teachers
- fails to match or better the child's previous rate of progress
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents/carer) our school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some children, SEN can be easily identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents/carers know their children best we place great importance when parents' express concerns about their child's development. Additionally, we will also listen to and address any concerns raised by children and young people themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Westbury School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, our school shall consider whether the child might have an additional SEN. Equally, our school will not assume that attainment in line with chronological age means that

there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

The Graduated Approach

Assess

In identifying a child as needing provision which is 'additional to and different from' other learners in the same class, the teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers, the views and experience of parents/ carers, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent/carer. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

We use a Personal Growth Tracker to assess Social, Emotional, Physical and Communication skills based on the child's individual EHCP, PCP, Occupational Therapy and Speech and Language Targets. This is completed by the LSAs and Class Teachers on a regular basis to assess the child's progress, inform planning and develop further targets.

Plan

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents/carer, although parents/carers will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. The SENCO will hold a meeting to share with all staff the pupils EHCP's and provide a 'crib sheet' with the relevant Section F EHCP Targets to support planning and assessment within the classroom.

Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at our school. Again, the Personal Growth Tracker is used to assess Social, Emotional, Physical and Communication skills based on the child's individual EHCP, PCP, Occupational Therapy and Speech and Language Targets.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/scarer. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents/carers will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer will set out clearly what support is available from different services and how it may be accessed. Currently at Westbury School, we utilise the services of a Speech and Language Therapist and Educational Psychologist to inform or communication, spelling and reading interventions so that they are personalised to the needs of the pupils.

Person Centred Planning

Assessment data and data obtained from our monitoring and tracing system is used to provide information for each pupil's Person-Centred Profile (PCP) which embeds the values of individuality, independence, privacy, partnership, choice, dignity, respect and rights.

If the pupil has an Individual Development Plan/ Education, Health and Care Plan, the pupil will have four targets included in their PCP. This will incorporate one literacy target, one numeracy target, one social/emotional target and one target derived from the pupil's Education, Health and Care Plan. If the pupil does not have an Education, Health and Care Plan, but is still demonstrating areas of need, they will have three targets incorporating literacy, numeracy and social/behavioural areas. All target settings are SMART and are derived from valid assessment data, observations and/or the pupil's EHCP they are in receipt of one. All targets are reviewed termly by the education team and the pupil and shared with the pupil's guardian.

Other needs may be identified and investigated as they arise when the pupil begins work in the first assignments and assessment modules in class work.

Pupils with assessment levels below the national age are provided with extra support using a structured intervention. These interventions are based on current areas of needs which may include:

- Mindfulness - Mindfulness is a practice that individuals and groups can do on a day-to-day basis. It can enable people to change the way they think and feel about their experiences, especially stressful experiences
- Numeracy Ninjas - a Key Stage 3 Numeracy intervention designed to fill gaps in students' basic mental calculation strategies and also to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study.
- Read it, Write It – The idea of a '*Learning Hierarchy*' (Haring & Eaton, 1978) forms the theoretical basis for Read It Write It (phonics-based programme). For reading & spelling to become automatic children have to move through this hierarchy, become fluent in their basic skills and be able to generalise and adapt their skills.
- Plus 1 - Plus 1 is ideal for anyone who benefits from repeated maths practice. It's designed to appeal to all age ranges and it suitable from 6 years old, right up to adult basic skills. The clear language and repetition benefits students with dyslexia and those with English as an Additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations. Plus 1 gently guides a pupil to use mental maths techniques. The book makes sure that the basic foundations of number are in place. It systematically covers topics to ensure that no gaps remain and allows for further progress.
- BKS B programme of study: information derived from the BKS B diagnostic assessment provides an individual programme of study which enables pupils to 'close the gaps' in their literacy and numeracy targeted areas.
- Wordshark - Wordshark provides a fun and effective games-based solution for students learning to spell and read. The

program is especially effective in helping students with special educational needs including dyslexia.

- Second Chance Handwriting - teaches basic patterns to help relax and get the tension out of writing. Guidance is given on how to form letters correctly. Covers capital letters and numbers and finally handwriting is put into context in several activities.
- Reading Schemes - systematic phonics-based reading intervention programmes, specifically designed for older pupils.
- SNIP - aimed at increasing reading and spelling and uses the primary high frequency words (HFW).
- Beat Dyslexia - a series to support learners struggling to read, write or spell. The comprehensive programme develops literacy skills by combining successful phonological approaches with the very best of conventional, multi-sensory and structured teaching methods.
- Times Tables Rock Stars - Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.
- Social Communication - Social communication teacher learner's skills we need when using language to communicate and engage in conversations with other. This intervention is led through the medium of play and group projects.
- Man on the Moon to build emotional and social and positive behaviour building - The programme introduces the notion of philosophical enquiry and engages young people in philosophical thinking and questioning while building on their social and emotional awareness. There is also a focus upon the notion of social responsibility. This is a unique publication based on a story in 18 chapters that addresses issues of loss, bereavement, bullying, love and tolerance, racism, power, justice, truth and virtue. This is an epic story and a genuine odyssey for the central character. Pupils are also encouraged to consider these issues in turn, debating key questions and beginning to formulate and articulate their own views and ideas in these key areas.
- 60 Motivational Minutes - Positive psychology has been described as a scientific study of subjective wellbeing. This is the technical term for what we would call 'happiness' and the factors that enable us as individuals in order to grow and develop and

sustain ourselves in a positive manner. Key to the approach is the focus on what actually works for us as individuals, as opposed to the continual analysing of what has gone wrong or what we are not good at. This is particularly important given the current prevalence of mental health issues amongst our pupils.

- 60 Sensory Minutes - is a highly effective resource for the nurture group and mainstream setting. It helps in the development of children and young people who can engage in healthy social relationships, who can pay attention, build their capacity to memorise and self-manage and understand themselves, and also who can relax as and when it is appropriate to do so. Promoting and developing children's sensory skills can only serve to enhance their overall wellbeing and inclusion in both the social and learning contexts. Overall, the key aim of the resource is to promote the wellbeing of all children – not simply those who have additional or complex needs.

- Bouncing Back & Coping with Change Intervention - Practical evidence-based strategies to teach young people to bounce back and keep going in the face of adversity. Pressures from school, social media, and relationships can seem overwhelming, especially for vulnerable young people. These strategies, drawn from evidence-based approaches such as mindfulness and CBT, will help them to build the ability to bounce back when things go wrong. These 20 clearly presented sessions will help build self-esteem, empathy & assertiveness, develop stress management and problem-solving skills and a reflective approach.

- Building Positive Thinking Habits Intervention - Support young people to develop effective thinking skills to improve mental health & wellbeing. This intervention will engage with young people to develop their knowledge of key tools and strategies to promote positive thinking and self-esteem and increase their sense of self-worth and achievement. These 15 structured and themed sessions, each with a warmup, case study, discussion points, activities and feedback will help young people to focus on what works for them rather than what has gone wrong or what they are not good at.

- Dance Mat Typing – A fun and engaging way to learn touch type. Each stage builds on previous lessons, introducing new letters as you progress. At the end of each level pupils can test your typing speed and get a fun reward (<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>)

-
- Working Memory Activities – an extensive programme of study that provides thought provoking and engaging activities for pupils to complete. The book is designed into 7 sections to stimulate memory skills.
- Memory Magic – Memory Magic is a practical tool for teachers and therapists to assess working memory and then target development of memory skills via a fun "Magical-themed" programme.
- Belonging Initiative - The Belonging Initiative involves a personalised scrapbooking session, where pupils will reflect on their positive learning experiences in school by selecting photos to add to their scrapbook. During these sessions learners will be encouraged to engage in self-reflection and develop gratitude for the opportunities they have been offered through education. This process of reflecting on the positive experiences shared with pupils and staff also supports the formation of secure attachments, through building trust, confidence and self-esteem. Learners will receive the completed scrapbook when moving on from Westbury, to remind them of the positive memories, experiences and achievements.
- Build to Thrive - The Thrive Intervention involves using Lego to support learners in developing their sense of self and identity. Pupils will be encouraged to use Lego to express their emotions and reflect on experiences to support emotional literacy and regulation. This intervention will also be utilised to support pairs or groups of learners in repairing relationships after conflict, the process of sharing and working together towards a common goal enables learners to see the benefit of positively cooperating, encouraging restorative practice.
- Reflective Fridays - Reflective Fridays encourage learners to practice the process of reflection to identify aspects of the school week they have enjoyed and reflect on any challenges or concerns they have experienced throughout the week. In these sessions learners will be encouraged to consider how they overcame any obstacles and select strategies and resolutions to utilise moving forward, to develop their resilience. This session develops learners' gratitude by giving them regular and consistent opportunities to reflect on their positive experiences in education.

- Building Independence - Pupils will be supported to build their independence skills through cooking sessions in the kitchen, where they will be supported to learn basic cooking skills. Pupils will also be supported to develop their road safety knowledge, by taking local walks in the village focusing on their road safety skills. Pupils who are preparing to move on from Westbury will also be supported with travel training, to prepare them for the future.

These interventions are not an exhausted list and are constantly evaluated, enhanced and revised to ensure that pupil individual needs are met and that areas of need are targeted to enable a pupil's right to an inclusive education. All school staff are very well placed to be alert to any shifts or changes in mental health. Staff will also have access to a range of information on risks that may influence children and young people's mental health and on how a student is developing socially, emotionally and academically. All of this will help build a better picture of when a student might need additional support.

Social and Emotional Support

The health and wellbeing of our pupils is paramount. Research indicates that children with SEN are more likely to have associated health and wellbeing factors that require additional support. This is achieved through embedding a safe, nurturing and respectful environment for all our pupils; as well as implementing a well thought out curriculum, including learning beyond the classroom, that places pupils in the heart of all that we do and strive to achieve. All our pupils have access to an inclusive, needs based learning environment that fosters social connection, healthy living, resilience, independence and valuing the present; a structure that provides the requisite support to reduce anxieties and enhance pupils' individual achievements.

As well as a school vision and values, core curriculum, pastoral support and targeted interventions, Westbury School also implements an extensive outdoor curriculum and opportunities to work with animals.

This has a range of benefits to support pupils with SEN and associated needs, as listed below.

Outdoor learning:

- Takes learning out of the classroom

- Makes learning an adventure
- Boosts confidence
- Teaches resilience
- Develops communication skills
- Establishes commitment to finishing what you started
- Enhances relationships with adults, other young people and the living world
- Nurtures trust Promotes engagement
- Develops the ability to learn and encourages the desire to achieve
- Improves physical and emotional health

Working with animals:

- Demonstrated unconditional positive regard; animals do not judge us; they accept us totally.
- Caring for and interacting with animals has many proven health benefits including decreasing levels of cortisol (a stress-related hormone) and lowering blood pressure.
- Helps reduce the feeling of loneliness and increase feelings of social support.
- Helps our young people understand their own emotions and develop levels of self-regulation that will help them in their lives beyond school
- By learning to care for our animals, they associate the care they provide with feelings and an emotional bridge is constructed
- Helps develop a self-awareness and an awareness of others which helps them to improve their resilience and self-esteem.
- Boosts young people's moods and studies have shown that young people that interact with animals have higher self-esteem and improved social skills.
- Helps teach nurturing skills, as well as improve empathy and a more caring attitude.
- May help to develop non-verbal communication in young people with speech delays.

Able Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Emotional and Behavioural Difficulties

Our school caters for pupils with emotional and behavioural difficulties primarily through effective pastoral care and if targeted interventions. The school also provides additional support through a designated Health and Wellbeing Coordinator.

Support for all Pupils in our School

Any pupil is welcome to visit the SENCO where they are welcome to discuss any learning difficulties they may have.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Person Centred Planning, which employ an individualised approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the pupils opportunity to work in small groups or in a one-to-one situation within the classroom.

Annual Reviews

All statements (SEN) or Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil/student has achieved as well as on any difficulties that need to be resolved (for more information please refer to our Planning, Assessment, Recording and Reporting Policy).

The Annual Review aims:

- To assess progress towards meeting the objectives specified in the statement
- To assess progress towards the targets in the PCP set at the previous review
- To review any special provision made.
- To provide a profile of current levels of attainment in literacy, numeracy and life skills, and a summary of progress achieved in other areas of the curriculum
- To consider the continuing appropriateness of the statement/EHC plan.

- To set new targets for the coming year

The Head Teacher and/or SENCo initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Head teacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations. In preparing for the review meeting, the Head teacher must request written advice from:

- Parents/carers
- Anyone specified by the authorities
- Anyone else the Head Teacher considers appropriate

The Head teacher or SENCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The Annual Review meeting is chaired by the Head Teacher or SENCo (Designated Teacher.)

Annual Review in Year 9

The annual review held in year 9 is particularly significant in preparing for the student's transition to the further education sector, work-based training, and adult life. The aim of the annual review in year 9 and subsequent years is to:

- Review the young person's statement/EHC plan
- Draw up and subsequently review the Transition Plan

The Annual Review of the statement held in Year 9 should involve the agencies that may play a significant role in the young person's life during the post-school years including the Career's Service from the placing authority.

The Head Teacher or SENCO must ensure that a Transition Plan is drawn up, which draws together information from a range of individuals within and beyond school to plan coherently for the student's transition to adult life.

Partnership with Parents

Westbury School works closely with parents/carers in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents/carers have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by

providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will meet parents/carers at least three times each year, so that are involved in SMART target setting, and the overall SEN provision of the school. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the school SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. Conducting these person-centred discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, our school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. A record of the outcomes, action and support agreed will be recorded on the pupils Person Centred Plan. This plan will also be given to the pupil's parents/carers. The school's management information system will be updated as appropriate.

Pupil Participation

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets in their PCPs and in the termly PCP review meetings. Pupils are encouraged to make judgements about their own performance against their PCP targets. We recognise success here as we do in any other aspect of school life.

The pupils are encouraged to and given access wherever possible to be involved with:

- their own learning
- setting targets

- celebrating success, making choices and maintaining self esteem
- aspirations/interests, reviews and the EHC plan process

Monitoring and Evaluation

The SENCo supports teachers, where necessary, in drawing up PCPs for pupils and holds meetings to review the work of the school in this area. The Head teacher reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and Resources

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA) and where needed the Learning Support Assistant (LSA).

Complaints

Parents/carers are encouraged to discuss any concerns with the pupil's Class Teacher, SENCo, relevant SEND leader or the Head Teacher.

Disability Discrimination Act

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

Policy Prepared/Reviewed By:	Signature	Date
Policy Approved By:	Signature	Date
Next Review Date:		
Interim Review Comments:		

Policy Prepared/Reviewed By:		
Policy Approved By:		
Next Review Date:		
Interim Review Comments:		
Policy Prepared/Reviewed By:		
Policy Approved By:		
Next Review Date:		
Interim Review Comments:		
Policy Prepared/Reviewed By:		
Policy Approved By:		
Interim Review Comments:		