



Academy Policy

# SEND Policy & Information Report

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## 1. Introduction

- 1.1. Westbury Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services with the aim of providing the best possible learning experience for all our pupils.

## 2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
  - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
  - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
  - c) This policy also complies with our funding agreement and articles of association.

## 3. Definition of SEND

- 1.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.2. They have a learning difficulty or disability if they have:
  - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
  - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
  - c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles & responsibilities

### 4.1. The SENDCo

4.2. The SENDCo is Christian Alexander.

4.3. They will:

- a) Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC

plans.

- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

#### **4.4. The SEND governor/trustee**

4.5. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

#### **4.5. The principal**

4.6. The principal will:

- a) Work with the SENDCo and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.
- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.7. All staff

4.8. Staff are responsible for:

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.

d) Ensuring they follow this SEND policy.

## 5. SEND Information Report

5.1. Please see appendix 1.

## 6. Complaints

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

## 7. Contact details of support services for parents of pupils with SEND

7.1. Please click [here](#) for information about Nottingham City's local offer.

## 8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

## 9. Linked policies

- 1.1. Safeguarding & Child Protection Policy
- 1.2. Relationships & Positive Behaviour Policy
- 1.3. Concerns & Complaints Policy
- 1.4. Disciplinary Procedure Policy
- 1.5. Whistleblowing Policy

## 10. Appendices

10.1. Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?

The Academy has a high proportion of students with a primary need of Social, Emotional and Mental health. Although pupils with a SEMH need makes up the highest proportion of students, many have co-occurring difficulties with other neurodiversity needs. Therefore, our academy provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties

	<ul style="list-style-type: none"> <li>• Cognition and learning, for example, dyslexia, dyspraxia,</li> <li>• Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),</li> </ul>
<p>Which policies identify children and young people with SEND?</p>	<p>All pupils at Westbury academy already hold an Education, Health, and Care Plan. However, early intervention is key to identifying the additional needs of the pupil and to ensure needs are met:</p> <p>Identification of needs is done by:</p> <ul style="list-style-type: none"> <li>• Current EHCP information</li> <li>• Information from parents/care givers and pupil voice</li> <li>• Progress data</li> <li>• Concerns raised by staff</li> <li>• Pupil behaviour and attendance data</li> </ul>
<p>How are their needs assessed?</p>	<p>3. Prior to a pupil starting at the academy, the initial needs are gathered through reading the EHCP and accompanying paperwork. The academy will liaise with other professionals as required, as well as meeting with the pupil and their family, both on a school visit and subsequent home visit depending on the circumstances.</p> <p>4. During the pupil's induction period at the academy, there will be baseline assessments carried out, which may include numeracy, literacy and wider curriculum needs, so that the school can gather fresh data on what level the pupil is working at. Staff will be informed to make sure work is tailored accordingly. They will also have therapeutic assessments if needed, following which interventions may be put in place. There are review meetings with the parents to discuss how their child is progressing and their educational plan going.</p> <p>5. If a pupil is receiving any therapeutic support, needs would also be shared with relevant staff to ensure appropriate training is given, or strategies are provided to make sure the pupil is best supported throughout the school day.</p> <p>6. Every year there is an Annual Review held, which both the parents/carers and SEN Officer are invited to and any other key professionals. At this Annual Review the progress of the young person is discussed as well as anything further that may need to be put in place. There is also an EHCP Review meeting that takes place in this Annual Review meeting at every key-stage transition period.</p> <p>7. On top of this there are learning walks done throughout the term to monitor our teachers and teaching practices to ensure that we are providing the pupils with the best education we can. The SENCO and the leadership team</p>

	<p>provide further advice, support and guidance around our teaching practices and pupil progress.</p> <p>8. The Pastoral team provide support to the pupils and families and attend any additional meetings, where needed. They will also be the first point of call to address any safeguarding concerns, attendance and support young people with anxieties and mental health needs.</p> <p>If staff identify additional needs for a pupil, they are asked to complete a referral form. This is received by the SENDCo and wellbeing team who will assess the correct procedure as to what the next steps are. The team will liaise with staff as to what is happening and what decision was made. Part of the referral process includes parent/ care givers knowledge about the referral being made by the member of staff. Steps may include giving strategies for staff to trial in class, pupil being referred to external providers, Boxall profiling of pupil to identify needs and create targets and provision needed for pupils to progress.</p> <p>Parents/care givers will be contacted to discuss their child and what steps are being taken to help them progress.</p>
<p>Who is the school SENDCO?</p>	<p>Mr Christian Alexander, C.alexander@westbury.raleightrust.org</p>
<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>We place a great deal of importance on communicating effectively with all parents and carers as we appreciate that most of our young people arrive and leave school by taxi. Therefore, we have dedicated staff to help ensure excellent standards of communication with parents. Parents/Care givers are contacted daily via class DOJO, phone calls or letters, depending on which format best suits the needs of the parents. We ensure that communication includes lots of positives and isn't just done if there has been a difficult day.</p> <p>Parents/Care givers discuss their child's education every year in their children's annual review.</p> <p>Parents/care givers are invited to meetings at the start of the academic year to talk about what has been happening and their goals for the academic year.</p> <p>Parents are always welcome to ring in to speak to the Pastoral staff or to arrange a meeting to come into the school.</p>


<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>Pupils are encouraged to speak about their education and feelings any time of the day. Tutor, Jigsaw (PSHE) and breaks is a time when pupils feel relaxed enough to talk about how they are feeling about their education.</p> <p>Staff encourage pupils to develop a sense of self and confidence in questioning things, therefore when deciding on trips or break and lunch activities pupils can express what they want.</p> <p>Pupil's complete questionnaires at various times of the year in regard to their education.</p> <p>Pupils are encouraged to voice their opinion during their annual reviews of their EHCP.</p>
<p>How do you assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>All pupils have a yearly annual review which is statutory legislation for pupils who have an EHCP.</p> <p>Staff ascertain pupil progress at the end of each term to assess how pupils are progressing academically.</p> <p>Every week parents/carers are contacted by phone by their tutor updating home how they are doing during that week. If teachers/teaching assistants are concerned about a pupil, they make a referral form to the SENDCo who will explore concerns.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>This academic year we have updated the transition model for both moving through school and transitioning to our school.</p> <p>Moving within the school:</p> <ul style="list-style-type: none"> <li>• Current tutor staff meets with new tutor staff to handover information</li> <li>• New tutor's phones/meets parents/care givers to introduce themselves</li> <li>• New tutors plan transition activities to help build relationships</li> <li>• Pupils go to new tutors 1 day a week for the last 3 weeks of the academic year.</li> </ul> <p>Moving to the school:</p> <ul style="list-style-type: none"> <li>• Consultation received from the LA</li> <li>• The pupil is visited by a member of staff at their current school</li> <li>• The pupil and family/care givers visit Westbury to see what it is like, whereby a decision for admission is made</li> <li>• Parents/care givers and pupils have a conversation with Westbury about transitioning and what is needed for that pupil.</li> <li>• School offers staggered days or half days to ease transition and work with home to build up the days when the pupil is comfortable</li> </ul>



	<ul style="list-style-type: none"> <li>• Parents/care givers are phoned by tutor at the end of the first and second week updating them on their child</li> </ul> <p>Throughout their Key Stage 4, we will give our pupils lots of opportunities to experience career options. We aim to provide all our young people with the confidence and skills to be able to go on and live independent and fulfilled lives and careers.</p>
<p>How do you help children and young people prepare for adulthood?</p>	<p>Staff are made aware of the preparation for adulthood document funded by the DfE, which explicitly states what skills children at each age should be taught/learn. Pupils are encouraged to try work and be independent before asking for help.</p> <p>Pupils are taught values in every lesson and non-structured time. The school and trust ask that lessons take account of the 5 C's (challenge, curiosity, confidence, character, courage). These are values which we believe all pupils should develop to become valued members of society.</p> <p>Pupils in year 9 onwards have their outcomes in their EHCP guided towards preparing for adulthood.</p>
<p>What approach do you use when teaching children and young people with SEND?</p>	<p>Westbury academy ensures every pupil has access to high-quality teaching with it being a special school. In order to facilitate pupil progress, we:</p> <ul style="list-style-type: none"> <li>• Have classes of no more than 8 pupils</li> <li>• Each class has a teacher and teaching assistant</li> <li>• Teachers and teaching assistants collaborate with planning to ensure it meets the needs of pupils</li> <li>• Staff undergo training and updates every week in staff meeting</li> <li>• Teachers use a variety of methods of teaching</li> <li>• Work is differentiated with options of having differentiated outcomes for pupils</li> <li>• Strategies are employed by staff when guided by external professionals or the SENDCo</li> <li>• Behaviour of pupils is viewed as communication, which staff reflect on to help with future planning</li> <li>• Pupils in years 3-6 have a curriculum based on themes/topics which incorporate various traditional lessons</li> <li>• Pupils in year 3-8 develop non-cognitive skills with a dedicated lesson on Friday afternoons</li> <li>• Pupils in years 10 and 11 undertake vocational courses every afternoon, which are chosen by pupils in year 9</li> <li>• Pupils partake in the Duke of Edinburgh award in years 9-11</li> </ul>

<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>There are various adaptations to the curriculum and learning environment made for our learners. These vary from whole school approaches right through to classroom-based adaptations.</p> <p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Personalised timetables</li> <li>• Small group work</li> <li>• Use of different mediums to do work</li> <li>• Worksheet structure</li> <li>• Calming rooms for when pupils are in crisis</li> <li>• Sensory room spaces</li> <li>• Wellbeing hub</li> </ul>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p>Specialist subjects like Maths, Science and English are taught by specialist teachers with excellent pedagogical knowledge of their subjects.</p> <p>Pupils within the Preparation phase are taught in a relational model.</p> <p>All staff are encouraged to undertake CPD in their own time around their interests and feed them back to the rest of staff. All staff participate in whole school CPD with SEND being a key theme running through all topics.</p> <p>There are 8 staff who are mental health first aid trained with all staff having trauma-informed training to help aid their practice.</p> <p>There are 5 staff who are trained designated safeguarding leads to deal with all concerns.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>Provision is evaluated throughout the year with the principal feeding back the effectiveness to the governors. Steps taken to evaluate the provision are:</p> <ul style="list-style-type: none"> <li>• Annual review meeting</li> <li>• Measuring progress of pupils</li> <li>• Monitoring by the SENDCo and senior leaders</li> <li>• Learning walks and lesson observations</li> <li>• Attendance data</li> </ul>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>At Westbury we offer a wide range of personal development opportunities that enhances learning, develops skills, and builds confidence. We have an allotment, with a specialist horticulturist to teach lessons to pupils.</p> <p>Pupils in the progression partake in a character education afternoon each week. Pupils have many opportunities to engage with external extra-curricular activities such as FLO which is a skatepark based in Nottingham.</p> <p>Pupils in the progression phase partake in the Duke of Edinburgh Award gaining either a bronze or silver award.</p> <p>There are team sport opportunities for our pupils such as the school football club after school and the team have recently participated in a football tournament with other schools.</p>

	<p>Pupils in year 6 go on school camp after SATs.</p>
<p>How do you support the well-being of children and young people?</p>	<p>We are very proud of our wellbeing HUB and supporting the emotional wellbeing of the pupils is a priority. Staff have undergone trauma informed training and undergone de-escalation training, to help pupils when they are in crisis. There are 8 members of staff who are mental health first aid trained.</p> <p>Every pupil has access to tea and toast/bagels in the morning to ensure they can start the day right, irrespective of whether they are free school meals or not.</p> <p>Pupils can be referred to the school nurse when parents/carers have given consent.</p> <p>Pupils have a range of activities they can partake in during social times. They range from sporting activities, craft sessions, quiet breaks and many more.</p> <p>Our sensory rooms are available which are soft and allow pupils to calm down and self-regulate.</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	<p>When a pupil has been referred to the SENDCo and there is insufficient progress being made through interventions and quality first teaching, specialist advice is gained from external professionals.</p> <p>Currently, the school offers support from:</p> <ul style="list-style-type: none"> <li>• Educational psychologist</li> <li>• Behaviour therapist</li> <li>• Counsellor</li> <li>• Reading support volunteers</li> <li>• School nurse</li> <li>• Early Help</li> <li>• SALT</li> <li>• Outreach services</li> </ul> <p>If the school does not have the resources to help pupils progress, referral forms will be completed to the LA support service or other relevant services.</p> <p>Pupils who have external agencies involved have meetings with relevant staff when needed. Pupils who are classed as CIC or CLA have PEP meetings every term, with a review every 6 months with social worker, school and other agencies involved.</p>
<p>How do I make a raise a concern about the SEND provision in the academy?</p>	<p>If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:</p> <ul style="list-style-type: none"> <li>• Your child's tutor</li> <li>• The SENDCo</li> <li>• The principal</li> </ul>



If you feel at any point that your concerns are not resolved, the complaints policy is available on our website.

## 2) The Graduated Approach

