

Academy Policy

SEND Policy & Information Report

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LGB Cluster ratification		N/A
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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 coordinators (SENCOs) and the SEN information report.
 - c) The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
 - d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
 - e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
 - f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
 - g) This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

- 3.1 At Westbury Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- 3.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definition of SEND

4.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2 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) 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.

4.3 The four areas of need:

Area of Need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment
	<p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and Responsibilities

5.1 The SENDCo

5.2 The SENDCo is Adam Casey

5.3 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 coordination 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.

5.4 **The Local Governing Body (LGB)**

5.5 The LGB will ensure the duties set out in this policy are carried out by effectively by the academy.

5.6 **The SEND link Governor / Trustee**

- 5.7 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.

5.8 **The principal**

5.9 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.
- c) Have an overview of the needs of the current cohort of pupils on the SEN register.
- d) With the SENDCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's CPD plan.

5.10 All staff

5.11 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.

6. SEND information Report

6.1 Please see appendix 1.

7. Complaints

7.1 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.

8. Contact details of support services for parents of pupils with SEND

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

<p>What kind of special educational needs are catered for in your academy?</p>	<p>The Academy has a high proportion of children with a primary need of Social, Emotional and Mental health.</p> <p>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:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech, and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
<p>Which policies identify children and young people with SEND?</p>	<p>The majority (approx.95%) of children 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 ensuring that needs are met:</p> <p>Identification of needs is done by:</p> <ul style="list-style-type: none"> • Current EHCP information • Information from parents/care givers and pupil voice • Progress data • Concerns raised by staff • Pupil behaviour and attendance data

<p>How are their needs assessed?</p>	<p>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>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>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>All baseline data, parent and pupils voice, and EHCP outcomes are captured by the Pupil Journey.</p> <p>Every year there is an Annual Review held, in which parent/carers and all services/agencies and key professionals are invited to attend or contribute via a report (sent in advance). At the Annual Review the progress of the child is discussed in relation to the section E outcomes, including any additional support/interventions that may be required. There is also an EHCP Review meeting that takes place in this Annual Review meeting at every key-stage transition period.</p> <p>As well as the above, pupil progress is monitored by staff briefings and enquiry walks/observations by senior and middle leaders.</p> <p>The Pastoral and Wellbeing team provide support to the pupils and families, attending additional meetings when required. They are the first point of call for all safeguarding-related concerns, attendance and support for children who have school-related anxieties and mental health concerns.</p> <p>If staff identify additional needs for a pupil, that may require support outside of the universal offer, they complete a SEN referral form. This is processed by the Pastoral and Wellbeing team who will assess and decide on next steps. The team will liaise with staff as to what is happening and what decision was made. Part of the referral process includes parent/ carer consultation regarding the referral that has been submitted. 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. Parent/carers are informed of all steps taken along the way.</p>
<p>Who is the academy's SENDCo?</p>	<p>Adam Casey enquiry@westbury.raleightrust.org</p>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p>The academy has specialist teachers in English, Maths and Science.</p> <p>The Preparation Phase and year 9 (Progression Phase) are taught in a relational model, with a gradual transition to a more specialist-led curriculum model in years 10 and 11.</p>

	<p>All staff receive ongoing CPD in relation to teaching and learning, SEND and pastoral care.</p> <p>The academy is committed to creating a trauma-informed culture, therefore staff have received ongoing trauma-informed training, including training delivered by Trauma-Informed Schools. This includes the Raleigh Education Trust's commitment to ensure all staff are mental health first aid trained – currently, the academy has 46 staff who have completed this training.</p> <p>There are 4 staff that are DSL (Designated Safeguarding Lead) trained.</p> <p>All staff are Team Teach trained with a focus on de-escalation through calm scripts and therapeutic language.</p>
<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	<p>The majority of the pupils who attend Westbury have a EHCP, therefore there is already a good understanding of need. However, as outlined above, the academy has robust systems and processes to ensure all pupils are assessed continuously throughout their stay at the academy.</p> <p>The academy has positive relationships with SEN serves who continue to provide additional support/advice to ensure the academy can meet the needs of the pupils.</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. However, the academy reviews the overall progress of EHCP outcomes each term, allowing the academy to react quickly and initiate additional support.</p> <p>Staff also report pupil academic progress at the end of each term, allowing leaders to identify and initiate those requiring academic intervention/support.</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 Pastoral and Wellbeing Team who will explore the concerns and support needed.</p>
<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>The academy is committed to establishing ongoing positive and effective communication with all parent/carers. This is even more important due to the majority of the children arrive and leave school by taxi; therefore parent/carers miss out on daily/informal "at the school gates" dialog with staff. As a result, parent/carer receive at a weekly phone call per (or communication of their choice), daily Dojo (Preparation Phase) updates, as well as termly and annual updates from senior leaders, including open days.</p> <p>Parents/carers also have the opportunity to discuss their child's education every year in their children's annual review.</p> <p>Parent/carers are encouraged to contact the academy if they have any concerns and information that may impact their child at school.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>Meet and greet – this is an important transition at the beginning of each day, with staff strategically positions providing Multi-opportunities for the pupils to express how they are feeling. The academy recognises that some</p>

	<p>of our pupils are unable to verbalise their emotions, therefore the academy has a culture of “all behaviour is communication”.</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>Pupils complete questionnaires and take part in pupil voice activities at various times of the year in regard to their education.</p> <p>Pupils are encouraged to voice their opinions during their annual reviews of their EHCP.</p>
<p>How will the academy adapt its teaching for my child?</p> <p>What interventions are available at your academy to support my child? See 10.3 below</p>	<p>Westbury Academy aims to ensure every pupil has access to high quality first teaching. The academy’s approach includes:</p> <ul style="list-style-type: none"> • Small class sizes (no more than 10 pupils in a class) • Each class has a teacher and teaching assistant. • Teachers and teaching assistants collaborate with planning to ensure it meets the needs of pupils. • Staff undergo training and updates every week in staff meeting. • Relational approach (years 3-9) • Significant emphasis on transitions – including a structured ‘meet and greet’ at the start of each day. • Teachers use a variety of methods of teaching. • Adaptations to the curriculum to meet individual needs. • Strategies are employed by staff when guided by external professionals or the SENDCo. • Behaviour of pupils is viewed as communication, which staff reflect on to help with future planning. • Pupils in years 3-6 have a curriculum based on themes/topics which incorporate various traditional lessons. • Pupils in year 3-8 develop non-cognitive skills with a dedicated lesson on Friday afternoons. • Pupils in years 10 and 11 undertake vocational courses every afternoon, which are chosen by pupils in year 9. • Pupils partake in the Duke of Edinburgh award in years 9-11.
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>The academy adheres to its accessibility plan. The academy continues to evolve an already highly adapted environment in order to meet pupils needs. This includes:</p> <ul style="list-style-type: none"> • Sensory rooms • Wellbeing Hub • Calm spaces internally and externally • Breakout spaces • Fitness suit
	<p>For further information, please refer to the academy’s accessibility plan.</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, Trust and trustees. Steps taken to evaluate the provision are:</p> <ul style="list-style-type: none"> • Annual review meeting

	<ul style="list-style-type: none"> • Measuring progress of pupils • Monitoring by the SENDCo and senior leaders • Learning walks and lesson observations • Attendance data • Headteacher Reports (termly) • MAT Assurance reviews
How will the academy resources be secured for my child?	Due to the nature of the academy, all commissioning arrangements are agreed with Nottingham City SEN. For further information please refer to the Nottingham City's SEN Local Offer. The academy continues to resource provision for its pupils which includes extra equipment, teaching assistant support and staff training.
How do you support children and young people who move between phases of education?	<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"> • Current tutor staff meets with new tutor staff to handover information (Pupil Journey) • New tutor phones/meets parents/carers to introduce themselves. • New tutors plan transition activities to help build relationships. • Pupils go to new tutors 1 day a week for the last 3 weeks of the academic year. <p>Moving to the school:</p> <ul style="list-style-type: none"> • Consultation received from the LA. • The pupil is visited by a member of staff at their current school. • The pupil and family/carers visit Westbury to see what it is like, whereby a decision for admission is made. • Parents/carers and pupils have a conversation with Westbury about transitioning and what is needed for that pupil. • School offers staggered days or half days to ease transition and work at home to build up the days when the pupil is comfortable. • Parents/carers are phoned by the tutor at the end of the first and second week updating them on their child. <p>Throughout their Key Stage 4, pupils are provided with lots of opportunities to experience different careers and post 16 destinations. Through the academy's commitment to the 5Cs, 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>
How do you help children and young people prepare for adulthood?	<p>Staff are aware of the Preparation for Adulthood skills, as outlined by the DfE, and provide pupils opportunities to develop these throughout their stay at the academy. These are enhanced by the academy's 5C values (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>
How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?	At Westbury, we offer a wide range of personal development opportunities that enhance learning, develop skills, and build confidence. We have an allotment, with a specialist horticulturist to teach lessons to pupils.

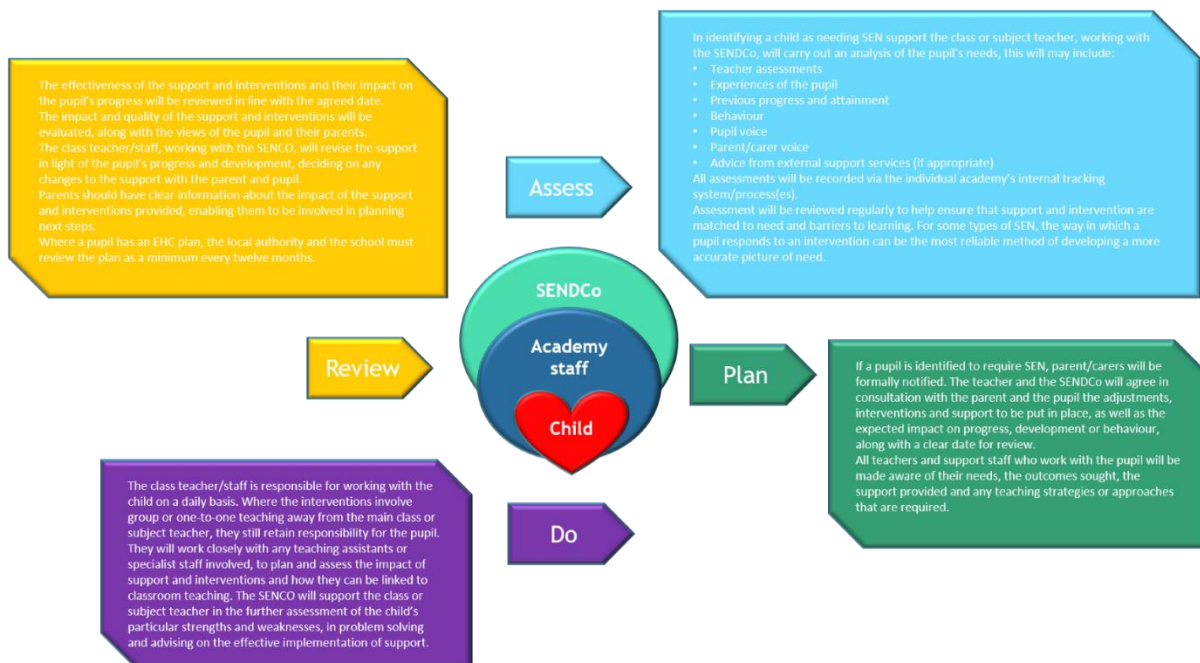
	<p>Pupils in the Preparation Phase take part in a Character Education each week. Pupils also have many opportunities to engage with external extra-curricular activities such as FLO which is a skatepark based in Nottingham.</p> <p>Pupils in the Progression Phase partake in the Duke of Edinburgh Award gaining either a bronze or silver award, as part of their Character Education.</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 also have the opportunity to take part in the School Camp each year.</p>
<p>How do you support the well-being of children and young people?</p>	<p>The academy has a whole-school Wellbeing Strategy, which was constructed with the Educational Psychologist Service, aimed at supporting the wellbeing of all our pupils. This includes the academy's commitment to trauma-informed practice and the use of therapeutic language and de-escalation. The ambition to have all staff trained in mental health first aid, as well staff trained in specific interventions, i.e. ESLA.</p> <p>Also as part of this strategy, the trust invested in the development of the Wellbeing Hub, including a sensory room.</p> <p>Whilst the academy is extremely proud of the progress made with the strategy, we recognise this as an ongoing developmental journey.</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>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. Currently, the school offers support from:</p> <ul style="list-style-type: none"> • Educational psychologist • Behaviour therapist • Counsellor • Reading support volunteers • School nurse • Early Help • SALT • Outreach services <p>If the academy 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 LAC have PEP meetings every term, with a review every 6 months with social worker, school and other agencies involved.</p>

What should I do if I have a complaint about my child's SEN support?

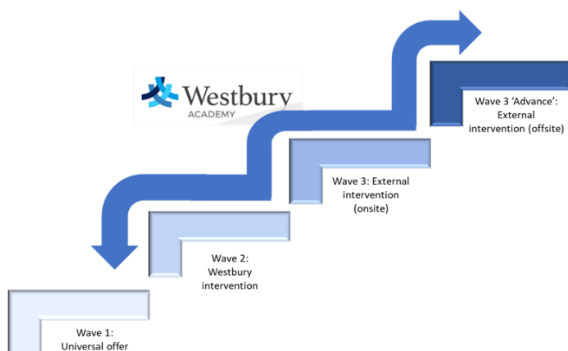
If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's tutor or class teacher
- The SENDCo
- The principal

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



10.3 Whole-Westbury Academy Provision Map



Whole Academy Provision Map



Category of need	Wave 1: Universal Offer <i>(this is Westbury's toolkit that all pupils have access to when/if required)</i>	Wave 2 – Westbury intervention offer	Wave 3 – External intervention offer (onsite)	Wave 3 plus – External intervention offer (offsite)
Social, Emotional, Mental Health and Behavioural	<ul style="list-style-type: none"> • Pupil Journey Profile • Risk Reduction Plans • Meet & Greet • Tutor time • Nurture Breakfast (tea and toast) 	<ul style="list-style-type: none"> • ELSA • Behaviour Therapist • Counsellor • Bespoke meet & greet • Sensory Circuits • Emotion Cards • Additional Adult • Nurture Group 	<ul style="list-style-type: none"> • Educational Psychologist Service • Mental Health Support Team • Sherbet • CAMHS 	<ul style="list-style-type: none"> • Offsite intervention team (Mr Williams) • Use of Alternative provision
Cognition and learning	<ul style="list-style-type: none"> • High expectations academic/behaviour) considerate of need/ability – • Visual Timetables • Word banks • Access to overlays • Small classes and high staff ratios • Adaptive curriculum • Hydration breaks • 10-minute body/mind reset after each lesson • Weekly communication with families. 	<ul style="list-style-type: none"> • Additional adult • Phonics: Early Intervention • Group Phonics: Targeted Intervention • Guided Reading • Lexonik advanced • Reading Programme 	<ul style="list-style-type: none"> • Educational Psychologist Service • Mental Health Support Team • Sherbet • CAMHS 	
		<ul style="list-style-type: none"> • Additional adult • Phonics: Early Intervention Group • Phonics: Targeted Intervention • Guided Reading • Lexonik Advanced Reading Programme 	<ul style="list-style-type: none"> • Educational Psychologist Service • Speech & Language 	

Speech and Language Communication & Interaction	<ul style="list-style-type: none"> • Reflections – restorative conversation, use of logical consequences • Life Skills lessons • Mindfulness • Settling/therapeutic activities • Sensory room 	<ul style="list-style-type: none"> • Additional adult 	<ul style="list-style-type: none"> • Educational Psychologist Service • Speech & Language 	
Sensory & Physical	<ul style="list-style-type: none"> • Safe Spaces (including calm rooms) • Weighted blankets • Structured breaktime activities • Mental Health First Aid • Character Education • Allotment • Education • Lexonik Leap – • Reading Programme 	<ul style="list-style-type: none"> • Sensory circuits – uniform / clothing reasonable adjustment 	<ul style="list-style-type: none"> • Educational Psychologist Service • Speech & Language 	