

	SEN Policy	
	Policy Author	Claire Maynard
	Date Written	July 2015 / Updated June 2016
	Evaluated by Governors	September 2015
	Governor Committee	Children & Learning
	Policy Review Date	September 2018
	Review Responsibility	Lucie Scott
	Links to other policies	

Vision/Ethos Statement

Learning to learn: A special pathway enabling all our young people to achieve as much as they possibly can and to flourish in adult life.

West Hill School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At West Hill School pupils' personal development, including their spiritual, moral, social and cultural development, is extremely important to us.

At West Hill School every teacher is a teacher of every pupil including those with complex SEND.

Definition of SEN

At West Hill School we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Key Roles and Responsibilities

SENCo

The SENCo 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. Part of the role of the SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCo Name: Lucie Scott

Contact details: lscott@west-hill.surrey.sch.uk

National Award for SEN: 2010

SLT Member: The SENCO is a member of the school Senior Leadership Team

SEN Governors: Governing Body

Teaching Assistants: All Teaching Assistants support all pupils with SEN

Designated Teacher with specific Safeguarding responsibility: Judy Nettleton, Headteacher

Member of staff responsible for managing PP/LAC funding: Judy Nettleton

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Sarah Manashe

Introduction

How the policy was put together?

This policy was initially created in partnership with the SEN Reference Group, which includes the Headteacher, the SEN Governors, SENCO, representative staff, parents and pupils in 2015. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- The school website under School/SEN Provision
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (January 2015) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2013
- Headteacher Standards 2015

Aims and Objectives

Aims

At West Hill School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident, **independent** individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
2. To **publish** effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (January 2015)

Identification of Needs

Broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and interaction

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 ASD, including Asperger's Syndrome, 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.

Cognition and learning

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, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

West Hill School has clear processes to support children and young people, including how we manage the effect of any disruptive behaviour so it does not adversely affect the learning of other pupils (please refer to our Behaviour for Learning policy).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

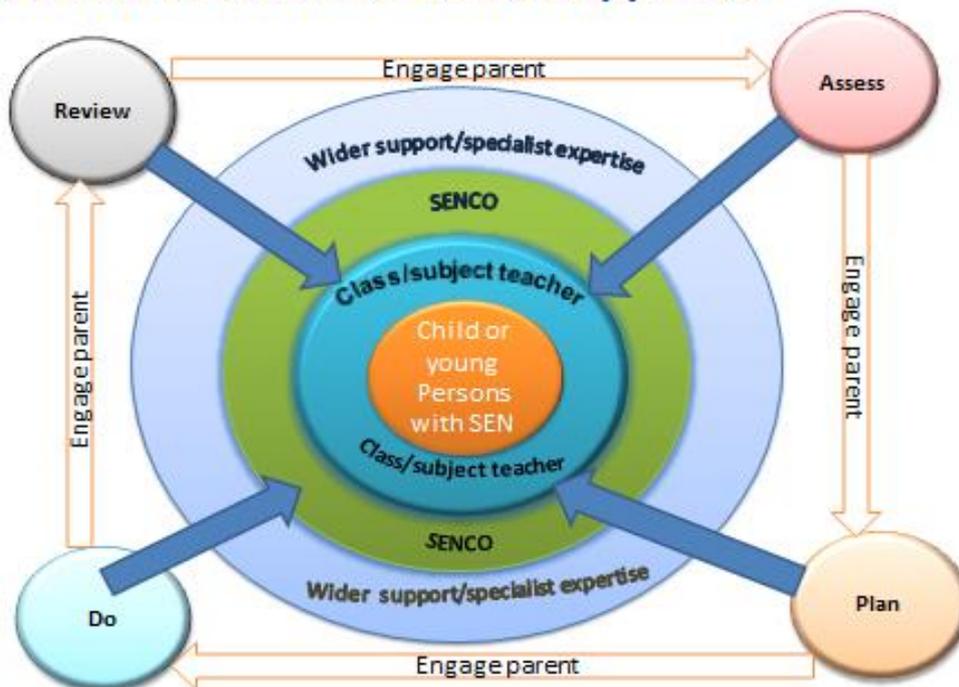
Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At West Hill School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person listed above. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEN Support

What work has to be done and by whom?

The new vision: A whole school approach



At West Hill School, all pupils have a statement of SEN, an Education, Health and Care Plan or are here on an assessment place and therefore all have pre-identified SEN. As such, all teachers are teachers of SEN. All staff receive additional training to help them ensure that pupils achieve as much as they possibly can. Class teachers are responsible for providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to the needs of all pupils at West Hill School.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupils' progress and outcomes are tracked through the systems put in place at West Hill and are monitored on a termly basis.

We fully expect pupils will have their needs met via standard West Hill School provision, which includes great teaching. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching and learning at West Hill School is regularly and carefully reviewed through a combination of lesson observations, learning walks, book scans, self-assessment and through the careful analysis of data. Pupils who are identified as at risk of underachievement will be monitored closely and where necessary given additional support.

Regular INSET and training are provided to all staff to develop an understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

How does West Hill decide whether to make additional special educational provision?

All pupils at West Hill School receive additional support for their SEN. The curriculum is adapted to suit pupils' individual learning needs and styles. Lessons are multi-sensory and incorporate strategies for pupils with ASD, SpLD and SLCN. If additional support is required the teacher, SENCo and where appropriate the teaching team will consider all of the information gathered from within the school about the pupil's progress based on their age baseline assessment levels and against national data and expectations of progress.

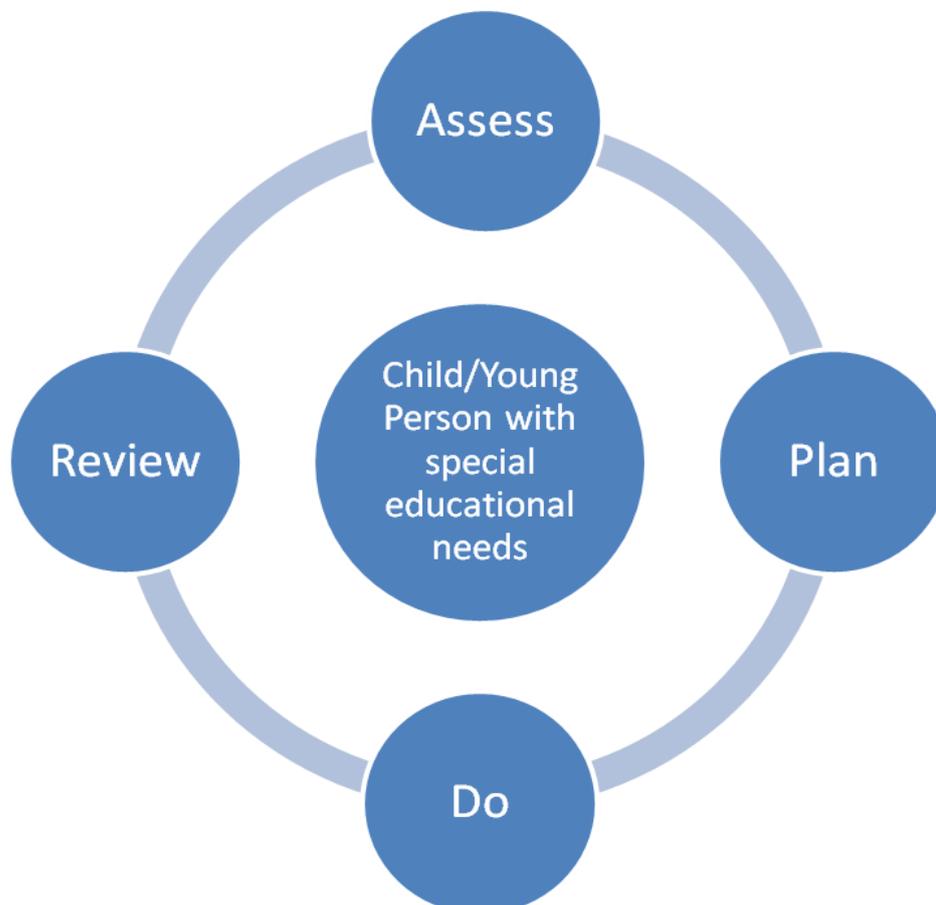
This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading/spelling
- consideration of previous interventions (if any)

At West Hill School we work in close partnership with support agency specialists, e.g. EPs, OTs, SALTs etc. who can offer both direct support to pupils and indirect support via teachers and TAs.

How is the decision made to place pupils on the West Hill SEN register?

All pupils at West Hill School have an EHC plan, Statement of SEN or are on an assessment placement. Pupils undergoing assessment at West Hill will follow the cycle of:



Assess: "In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs" (6.45 COP)

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked, compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.

Plan: "Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent 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" (6.48 COP).

Where further SEN Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do: "The class or subject teacher should 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 should still retain responsibility for the pupil. They should 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 SENCO should 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" (6.52 COP)

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: "The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date" (6.53 COP)

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an EHC plan the LA must review the plan at least annually.

How are parents, families, children and young people involved in the EHCP process?

At West Hill School we believe the pupil should be at the centre of the EHCP process. Our approach to EHCPs is one of partnership between home and school. Parents/carers and pupils have been actively involved in designing West Hill School's EHCP review process.

EHCP Annual Review Process

- Throughout the year parents/carers will be invited to review the set objectives and the progress made by their child (this will be done once a term)
- Pupils will be invited to all meetings/reviews
- Meetings will be run by the class teacher
- Reviews will be run by the class teacher, SENCO or members of the leadership team
- The EHCP Annual Review will be held in the Summer Term (or when necessary)
- Meetings will be between half an hour and one hour, reviews will last for approximately 45 minutes
- Parents and pupils will be consulted regarding who they would like invited to the Annual Review (careful consideration is made to the number of adults in the room to ensure the pupil is not overwhelmed)
- Whenever possible content will be written in child friendly language.
- The room will be informally laid out with a relaxed feel
- Pupils will produce a PowerPoint presentation for the Annual Review or where not possible, this will be generated by the teaching team
- Strengths and achievements will be celebrated

Parents will be given at least two weeks' notice of the date for their review. We will endeavour to rearrange the appointment if parents are unable to attend, however if this is not possible information will be sent home in the post. Parents are able to request a telephone meeting if they are unable to attend a meeting in school.

West Hill pupils will not be asked to chair meetings.

Key content of meetings (Autumn/Spring Terms)

- Strengths and achievements
- Progress towards objectives and outcomes

Key content of Annual Reviews (Summer Term)

- Strengths and achievements
- Academic progress and achievement
- Social and emotional development (including details on behaviour and friendships)
- Important areas for the pupil (Post 16/future etc.)
- Support being provided/advice/further support required
- Details on levels and how the pupil compares to mainstream
- Progress towards objectives and outcomes
- All Year 9/10/11 reviews will include a focus on preparing for adulthood (employment, independent living and contribution to society)

SEN Provision

What does standard West Hill provision mean?

Upon entry to the school, the standard West Hill provision identifies what every pupil is entitled to through their time with us. In addition to this, any additional support/provision required will be identified and included on pupils provision maps.

All pupils at West Hill School will receive the following package of support:

Secondary

Communication and Interaction

- Attention to independence and social skills in all areas of the curriculum
- Core on-site speech and language therapy, as needed (if identified during baseline assessment or through a referral from staff)

Cognition and Learning

- Differentiated curriculum delivered from upper P-scale levels (below National Curriculum Level 1) to lower National Curriculum levels (with the exception of modern foreign languages)
- Comprehensive base lining on entry, assessment and next-step target setting to identify the next level to be attained in all subject areas
- Small class sizes (8-12 per class)
- Teaching assistant support, deployed by level of need and subject-specific barriers
- Resources, learning and teaching approaches/strategies to support learning styles for pupils with a range of learning difficulties, e.g. visual, kinaesthetic and opportunities to over learn, with practical and sensory-based activities
- Qualified and trained staff committed to meeting the needs of all pupils, with regular opportunities for training
- A strong focus on literacy and numeracy skills within each session
- Range of externally accredited qualifications
- College links and vocational learning opportunities in Years 10 and 11
- Visual expectations addressed at the start of every lesson
- Consistent presentation of learning through the West Hill learning journey
- Clear SMART curricular targets shared at home and at school

Behaviour, Emotional and Social

- Support to be given where appropriate in individual, group and class situations
- Emphasis on personal, social, health and citizenship education (including Relationship, Sex and Drug Education for Year 10 and 11 pupils), both timetabled and within the everyday culture of the school
- SEN plans / profiles for all pupils highlighting strengths, barriers to learning, provision required to remove those barriers and next-step targets
- Close liaison with home to ensure pupils are supported in the best possible way at home and school (diaries, tutor phone calls/emails, parents' evenings, parent workshops and parent focus groups)
- Values-based reward system embedded across the school supported by Behaviour for Learning policy
- Additional strategies include: social stories; visual resources; individual prompt cards; structured environment; individual workstations; scheduling; ELKLAN-trained staff to support communication; and MAKATON
- Access to lunchtime clubs to support social interaction and choice making

Physical and Sensory

- Access to specialised equipment to support fine-motor skills: sloping board, soft triangular pencils
- Referral to Occupational Therapy (OT) if support is needed and guidance from the OT pack

Primary

Communication and Interaction

- Attention to independence and social skills in all areas of the curriculum
- Integrated on-site speech and language as part of the curriculum provision (not a withdrawal model)
- Range of AAC approaches used to ensure pupils communication skills are developed at all levels e.g. PODD, PECS, SCERTS

Cognition and Learning

- A creative and comprehensive curriculum that ensures that is accessible to all learners at every stage in line with criteria for admissions
- Comprehensive base lining on entry, assessment and next-step target setting to identify the next level to be attained in all subject and developmental areas
- Small class sizes (average of 8)
- Teaching assistant support (average of 2 per class, although this is reduced as pupils independence is increased)
- Resources, learning and teaching approaches/strategies to support learning styles for pupils with a range of learning difficulties, e.g. visual, kinaesthetic and opportunities to over learn, with practical and sensory-based activities
- Qualified and trained staff committed to meeting the needs of all pupils, with regular opportunities for training
- A strong focus on literacy and numeracy skills within each session
- Visual expectations addressed at the start of every lesson
- Consistent presentation of learning through the West Hill learning journey
- Clear SMART curricular and developmental targets shared at home and at school

Behaviour, Emotional and Social

- Support to be given where appropriate in individual, group and class situations
- Emphasis on personal, social, health and citizenship education within the everyday culture of the school
- SEN plans / profiles for all pupils highlighting strengths, barriers to learning, provision required to remove those barriers and next-step targets
- Close liaison with home to ensure pupils are supported in the best possible way at home and school (diaries, tutor phone calls/emails, parents' evenings, parent workshops and parent focus groups)
- Values-based reward system embedded across the school supported by Behaviour for Learning policy
- Additional strategies include: social stories; visual resources; individual prompt cards; structured environment; individual workstations; scheduling; ELKLAN-trained staff to support communication; TEACCH; SCERTS and Makaton
- Access to lunchtime clubs to support social interaction and choice making

Physical and Sensory

- Access to specialised equipment to support fine-motor skills: sloping board, soft triangular pencils
- Integrated on-site occupational therapy as part of the curriculum provision (not a withdrawal model)

What does additional West Hill support mean?

Additional SEN support can take many forms. This could include:

- a special learning programme for the pupil
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with the pupil in a small group
- observing the pupil in class or at break and keeping records
- helping the pupil to take part in the class activities

- making sure that the pupil has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with individual pupils, or play with them at break time
- supporting the pupil with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Further external SEN support may include:

- Physiotherapy input
- Occupational Therapy provision (OT)
- Multi-Professional Team, including Children's Services (WOSE, EP)
- SEND pathways service, including Careers
- Child and Adolescent Mental Health Service (CAMHS)
- Children With Disabilities Team (CwDT)
- School Exclusion and Reintegration Officer
- Physical and Sensory Support Service (PSSS)
- Babcock FourS
- Partnership working within the confederation
- Speech and Language (SaLT)
- Medical team input
- Access 2 Education (A2E)

Supporting parents/carers and young people

At West Hill we offer a high level of support for parents/carers, this may include:

- Parent support groups
- Training
- Individualised guidance
- Advice from the teacher or SENCO
- Advice from support agencies etc.
- Support for transition arrangements e.g. college/another school/employment etc.

Parents/carers and young people may also find additional help/ information, through:

- The SEND Information Report (14 questions)
- Surrey's Local Offer which includes other agencies who provide a service
- West Hill School's admission arrangements
- Access arrangements for exams and assessments (please contact the SENCO for further details)
- The school's policy on supporting pupils with medical conditions

Supporting pupils at West Hill with medical conditions

West Hill School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

At West Hill School support is based on the individual needs of the pupil. Individual healthcare plans will be written with the support of medical professionals. Relevant staff training will be regularly provided. For full details please refer to our 'supporting pupils with medical conditions' policy.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

EHC plans bring together pupils' health and social care needs, as well as special educational provision. For children with SEN, this guidance should be read in conjunction with the SEN code of practice.

You may wish to contact Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs (susan.lynn@surreycc.gov.uk).

Monitoring and evaluation of SEN

At West Hill School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements. For example this may include the monitoring and evaluation of the following:

- Role of the SEN governor
- Monitoring & review of SEN funding
- Departmental and school Self evaluation
- SDP priorities
- Parent reference groups
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils
- External audits by Surrey e.g. SEN Monitoring visits by Babcock4S and OFSTED inspections
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships

SEN is kept under regular review through the various governor committees and Full Governing Body Meetings

Training and development

At West Hill School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. This is achieved through:

- INSET and training for staff delivered by the SENCO/SLT e.g. Surrey specialist teachers, EPs, health professionals, Babcock 4S consultants etc.
- Individual staff (teachers and TAs) specialisms e.g. communication, literacy interventions through attending training or received input at school from specialists e.g. PSS for pupils with PD, HI and VI or MSI or via programmes from Surrey SEND Teaching School
- Induction led by the SENCO/SLT for new staff in school in relation to SEN policy and practice
- The SENCO's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience

Storing and Managing Information

Set how information will be securely managed within the school's own data management system and confidentiality policy

Reviewing the SEN Policy

The SEND policy will next be reviewed in September 2018, which will include review by the SEN Reference Group

Comments, compliments and complaints

The school is always keen to receive feedback on all aspects of its work. Please use the normal methods of communication. Should you have a specific complaint, please contact the office for a copy of our complaints procedure.

Key documentation

The following documents have informed this guidance:

- ✓ Special educational needs and disability code of practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ✓ Special educational needs and disability: a guide for parents and carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- ✓ Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- ✓ Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- ✓ <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=rtKjn3hmAfc>
- ✓ [Equality Act 2010](#)
- ✓ [Surrey Local Offer Website](#)