



THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

SEND Policy

Policy Originator:	G Ashton
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1. SENDCo information and staffing

SENDCo:	Mrs Gill Ashton
Contact Information:	Telephone: 01942 202580
Email:	gilljohnson@westleigh.set.org
Qualifications:	BA Hons English/Drama Post Graduate Certificate in Education Post Graduate Certificate in Special Educational Needs Post Graduate Award of Proficiency in Assessment for Access Arrangements

SEND Staff:

Assistant SENCo	Miss Victoria Ormshaw
Nurture Teacher	Miss Cath Fitzsimmons

Inclusion Support Co-ordinator:	Mrs Joanne McArthur
Level 3 Teaching Assistant:	Mrs Deborah Kane Ms Laura Lane Mrs Nicola Halloran

Level 2 Teaching Assistants:	Mrs Jenny Griffiths Miss Alison Lewis Mrs Pamela Crane Mrs Carla Bassett Mr Imtiaz Kotwal Mr Chris MacDonald Mrs Jen Callaghan Mrs Lauren Smith Mrs Helen Abel Miss Francesca Nutchley Miss Emily Parr Mrs Jos Coventry Miss Hannah Pedder Mrs Kelly Ratchford Mrs Samantha Lee Mrs Kate Dawber Mrs Joanne Hamer Mrs Joanne Greenhalgh Mr Jamie Wynn Mr Flynn Proctor Miss Rebecca Potts Miss Caitlin Brown
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Administrative Support	Mrs Lisa Cunliffe
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2. Values and Ethos

Whole School Vision and Ethos

At Westleigh we aspire to fulfil our dreams & achieve with all our might. Together we tackle the barriers that may stand in our way.'

Our Vision for SEND

At Westleigh we believe that children with SEND have barriers to overcome, not limitations. We are ambitious for all of our learners and firmly believe that they can achieve. Young people are at the very heart of everything we do and breaking down the barriers to their learning to allow them every success, both at school and beyond into adulthood, is our absolute priority.

Our Mantras

- *Intervention for children should happen **within the classroom** as much as possible.*
- ***All** children should be given the tools to help them work independently and successfully.*
- ***All** children with or without SEND **can** achieve.*

3. Aims and objectives

- To identify and provide for students who have special educational needs and additional needs.
- To develop an environment, a curriculum, and teaching approaches that are inclusive and take into account a wide diversity of need/disability.
- To ensure that the voice of the child is valued in any decision making that affects them.
- To involve parents/carers at every stage in the planning and provision to meet their child's Special Educational Needs.
- To respond to the strengths and difficulties of all young people enabling them to achieve the highest possible standards across the curriculum; developing the confidence and self-esteem to meet the challenges of the modern world and encouraging them to become independent and critical thinkers.
- In line with the guidance provided by the SEND Code of Practice 2014, to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs. We firmly believe that all teachers are teachers of SEND and students with SEND should receive the right support in the right place at the right time.
- To ensure that when students need additional support or adjustments to their curriculum this will be identified through The Graduated Approach of Assess, Plan, Do, Review.
- To provide specific input, matched to individual needs for those students identified as having additional needs and placed on the SEND register. Specific provision could be via adapted class teaching and learning, whilst other identified provision would be individual to the learner.
- Through reasonable adjustments, to enable all students to have full access to all elements of the school curriculum.
- To ensure support for students with medical conditions, facilitating inclusion in all school activities by ensuring consultation with health and social care professionals.
- To provide support and advice for teaching staff working with SEND students.
- To work collaboratively with external agencies to ensure timely and specialist support.

4. Identifying special educational needs

SEND Definition:

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

DfE : Special educational needs and disability code of practice: 0 to 25 years.

We use our best endeavours to secure Special Educational Provision for students for whom it is required. This is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0-25 (2014) i.e:

Communication and Interaction: students with speech, language and communication needs 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. Children and young people with Autism and/or Speech, Language and Communication Needs are likely to have particular difficulties with social interaction.

Cognition and Learning: children and young people with cognition and learning difficulties will learn at a slower pace than their peers, even with appropriate adaptive teaching. Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia come within this area of need.

Social, emotional and mental health: children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include become withdrawn or isolated, as well as displaying challenging, disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), deficit of attention, motor skills and perception (DAMP) or an attachment disorder.(NB this is not an exhaustive list).

Sensory/physical: this can include visual impairment, hearing impairment and physical disability.

5. Planning provision

If a child has a Special Educational Need or Disability, transition meetings with primary feeder schools (or donor schools in the case of a mid-year admission) will provide in depth information to enable us to plan accordingly. Where appropriate, information will be cross referenced with that held centrally by external agencies.

Information regarding students who have been placed on the SEND register in primary school is passed on through the school MIS/CTF information process via the Local Authority.

Assessments upon entry and regular monitoring and assessment highlight areas in which young people need additional intervention for support with learning.

Referrals or concerns received from staff are explored and investigated using a range of qualitative and quantitative data and appropriate support is put in place where necessary. If further investigation of needs is required this may include internal assessment, observation and consultation with teachers, student and parents. It may also be necessary to involve specialist services if we exhaust all options available to us within our school offer.

Our open door policy invites parents and carers to contact school with any concerns which can then be discussed and investigated.

Students themselves can self-refer if they feel they need support.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. We will liaise carefully with the Wigan EMAS team and act upon assessments and guidance in addition to looking carefully at students' progress across subject areas to assess whether their limitations are due to their command of English or arise from special educational needs.

A centrally held provision map evaluates intervention and impact.

6. The role of the SENDCo:

- Overseeing the day - to - day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in - service training of staff;
- Liaising with local primary schools so that support is provided for Y6 students as they prepare to transfer;
- Liaising closely with the SEND team, the careers advisory service, college and training providers to facilitate a smooth and successful transition to Post 16 provision for learners with SEND;
- Liaising with external agencies to ensure assessments and specialist provision are implemented in a timely and targeted manner;
- Co-ordinating and developing school - based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND register;
- Monitoring the impact and effective deployment of Teaching Assistants.

A GRADUATED APPROACH TO SEND SUPPORT

7. Curriculum Planning

- In most cases all students will follow the same curriculum, however the delivery of this will be adapted according to need and ability ensuring that all learning is accessible and that all students can experience a sense of achievement. The curriculum plan in all faculties will take into account planning for the needs of students with SEND. Our whole school Teaching and Learning Policy is built around the key concepts in the EEF guidance and SEND Five a Day.

- Classes are set according to ability – in each year group we have a class for those students experiencing significant learning difficulties and/or particular vulnerability factors. Nurture classes are kept smaller in number than other classes to allow for more individual teacher input and will usually have at least one Teaching Assistant present.
- If appropriate at Key Stage 4 a personalised pathway may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations.
- We have specific extra - curricular activities for SEND students and provide specific homework support when necessary. All SEND students are welcomed and encouraged to attend all extra-curricular and enrichment opportunities.

8. Allocation of resources

- The 'notional SEND budget', covering around £6,000 per pupil with SEND, over and above core funding is used to meet pupil need.
- As a school we ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced whenever applicable to ensure that barriers to learning are broken down and achievement is optimum.
- Our SEND Budget is devoted to employing skilled Teaching Assistants, engaging professionals for assessment, training and advisory purposes, purchasing appropriately adapted and accessible resources/equipment and ensuring that the learning environment is learner friendly.

9. Intervention and support

In the first instance many children can be successfully supported through quality first teaching and suitable adaptations within the classroom. Teachers regularly communicate concerns to the SENDCo and these can be discussed and suitable measures put in place in compliance with guidance (ASSESS – PLAN – DO – REVIEW) to adapt teaching accordingly, facilitating excellent progress. Where these discussions take place, it is encouraged that parents are included or offer their own expertise and in turn we will offer advice and guidance for how best they can support us. We will also reference the Wigan Ordinarily Available Practice:

<https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Local-offer/Ordinarily-Available-Inclusive-Practice.pdf> guidance to inform adaptations.)

Where students are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties.

Where appropriate and adaptive quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1:1 intervention implemented that is suitable to the needs of the young person and assessed regularly. An individual learning plan will be created to support teachers in understanding and meeting the needs of the student.

This plan will be completed by the SENDCo in the first instance and a SEND champion will be allocated to work alongside the SENDCo to oversee and review in communication with key teaching staff and parents.

We will evaluate the effectiveness of the interventions, keeping up to date records of progress. Plans will be reviewed with all stakeholders on a termly basis.

Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us provide - effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.

At all stages parents should be involved in the decision making process. Our open - door policy invites parents to contact us at any time with any questions or concerns. Additional SEND drop in evenings and parents' evenings also provide regular opportunities for parents to meet with SEND staff.

Centrally held, comprehensive information outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEND team, offering strategies for staff to employ when teaching individuals.

The SENDCo reviews the SEND register and provision/progress tracker termly. We often take advice from our Targeted Education Support Service and Educational Psychology Service should we have any specific concerns.

Parents, students, teachers and teaching assistants are all important stakeholders and can be involved in the decision - making process with regards the levels and types of support offered.

Parents are encouraged to take an active role in supporting us to enable their son/daughter to make good progress. Parents can be involved by contributing to meetings and discussions at parents' evenings, by sharing all relevant information, by offering expert knowledge and by supporting school and reinforcing the work we do in the home.

- Interventions will be monitored and reviewed on a termly basis using a whole range of data and information pertinent to each individual child and their progress.
- The school's academy council is provided with a regular overview of young people with SEND and the provision available to them.

10. Working with external agencies

- Staff in our SEND department can access a wide range of training and CPD in order to ensure that the needs of children can be met.
- We engage support for a wide range of services including: Mental Health teams, Counselling services, Sexual Health teams, Targeted Education Support Services, Educational Psychology Service, Drug and Alcohol Teams, Community Support Services and voluntary organisations, Early Intervention Teams and Social Care and medical professionals.
- Where any specific needs arise we ensure that the most appropriate experts are engaged to work with us and our young people and their families to offer the best possible support

11. Administration of medicines and personal care

- Where young people are identified as having physical or medical needs requiring medication to be administered in school a Health Care Plan will be completed and necessary arrangements implemented. [See also 'Policy for Supporting Young People with Medical Conditions.'](#)

12. Monitoring and evaluation

- We have in place a rigorous assessment and monitoring schedule and we hold termly SEND progress reviews throughout the year to discuss and evaluate pupil progress.
- We will measure the impact of interventions in a number of ways to ensure a holistic picture of achievement, some of which are outlined below:
- Reviews of attainment and pastoral data;
- Learning walks and review of students' work;
- Pupil and parent voice via conversations, meetings and surveys;
- Staff consultation in readiness for formal reviews.

The SENDCo will review the SEND register on a termly basis. Students who make significant progress can be removed from the SEND register.

For those students who, despite intensive intervention, fail to progress an Education Health and Care Needs Assessment will be initiated.

13. Parental engagement

- Open door policy – Parents can contact school at any time to request to speak to a member of the SEND team and at our earliest availability we will arrange a meeting or telephone conversation.
- There will be termly SEND review weeks whereby parents will be invited to join staff to review progress and update plans and passports.
- SEND staff will be available for additional meetings at parent's evenings.
- SEND and pastoral staff may host/attend Early Help Meetings to ensure that a holistic approach to support is embedded and all stakeholders are involved in decision making.
- As per statutory guidelines the SENDCo will hold annual reviews of Education, Health and Care plans.

14. Access Arrangements

The process:

Not all children who struggle with reading and writing will qualify for exam concessions. The purpose of an exam concession is to bring disadvantaged students into a level playing field – not to advantage them.

Students with a history of significant learning difficulty will be assessed for Access Arrangements/Exam Concessions. However, we must evidence that this is a normal way of working.

We may need:

- Copies of assessments in which students have used extra time to prove that students have picked up marks in the additional time provided.
- Assessment data to evidence significant gap between chronological age and reading age. Examples of students' written work to evidence students requiring a scribe or word processor.
- Citations from teaching staff outlining difficulties and how the arrangement requested is facilitated in the classroom as a normal way of working.
- Evidence of need from formal psychometric testing.

If teachers feel students need exam concessions to allow them to achieve in line with their peers, they should liaise with the SENDCo and provide examples of the evidence listed below and the differentiated opportunities provided in class.

Reader:

A student will usually be allocated support for reading in an exam if this is their normal way of working.

We will assess if students reading ages are below age 10 when tested at the end of year 9.

If there are any anomalies on the test further assessments will be completed using WRAT5 or the Dyslexia Portfolio.

Scribe:

Where possible a word processor will be used for those students who cannot write legibly. A scribe will only be allocated as a last resort and if this is the pupil's normal way of working.

We will assess for a scribe if:

- A candidate cannot write, type or Braille independently, or at sufficient speed to record their answers even with extra time allowed, as a result of a substantial and long - term impairment.
- Pupil's written work is impaired by a substantial and long - term condition.

An Oral Language Modifier:

An Oral Language Modifier is used only in rare and exceptional circumstances. It is only considered for those candidates whose disability has a very substantial and long - term adverse effect resulting in very persistent and significant difficulties in accessing or processing information.

As part of the supporting evidence required the candidate must have a standardised score of 69 or less in relation to reading comprehension.

Extra time:

Any concessions need to be usual way of working and proven through mock exams to be impactful, the Examinations Officer or A Blyth need to be given copy of mock exams to prove extra time used – is useful.

In extreme and unusual cases, particularly where the candidate has complex learning needs, it may not always be possible to assess the candidate's speed of processing by means of a specialist assessment.

However, the centre must demonstrate that the candidate has an impairment which has a substantial and long - term adverse effect on his/her speed of processing.

So as not to give an unfair advantage, the centre's Form 8 or Form 9 (written by the SENDCo using forms provided by JCQ) must:

- provide relevant information/evidence of the nature and extent of the disability or difficulty;
 - i.e. the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing; (the candidate is disabled within the meaning of the Equality Act 2010);
- confirm that the candidate has persistent and significant difficulties when accessing and processing information;
- show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom;
- show the involvement of teaching staff in determining the need for 25% extra time;
- confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage; (the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment);
- confirm that 25% extra time is the candidate's normal way of working within the centre as a direct consequence of their disability.

The centre's Form 8 or form 9 is supported with, for example:

- a letter from CAMHS, a clinical psychologist, a hospital consultant, a psychiatrist or
- a letter from the Local Authority Educational Psychology Service, Local Authority sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech and Language Therapist (SALT), or
- an Education, Health and Care Plan, which confirms the candidate's disability.

15. Roles and responsibilities

- It is the responsibility of the Headteacher and the SENDCo to keep the Academy Council fully informed of the provision for students with SEND.
- The SENDCo is an Assistant Head teacher and therefore a member of the Senior Leadership Team. She is also the Deputy DSL.
- The Assistant SENDCo, Teaching Assistants and Inclusion Support Coordinator within the SEND team are line managed by the SENDCO.
- It is the responsibility of the SENDCo, Assistant SENDCo Inclusion and Learning Support Coordinator and SEND TA's to liaise with parents of students with SEND.
- It is the responsibility of the SENDCo, Assistant SENDCo, Inclusion Support Coordinator and SEND TAs to liaise and advise subject teachers on the graduated approach to providing SEND support and strategies/ information to further support SEND students.

- It is the responsibility of the SENDCo, Assistant SENDCo and Inclusion and Learning Support Coordinator to assess and monitor the progress of students who receive additional provision.
- TAs are attached to specific groups and support designated students. It is the responsibility of the TA to monitor the progress of the students against the learning objective in the classroom and to keep the SENDCo informed.
- It is the SENDCo's responsibility to ensure that agile plans are active and monitored for impact with matters pertaining to SEND and safeguarding.
- The designated teacher with responsibility for Pupil Premium is Miss N Tomlinson.

16. Accessibility

At The Westleigh School we support all of our students to be fully included in all aspects of school life. Our aim is to ensure that students with SEND join in the activities of the school together with students who do not have special educational needs, in so far as it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the school and the efficient use of resources. The SEND Information report gives details of inclusive practice.

17. Dealing with concerns

Any concerns about SEND provision can be made in line with the complaints procedure. This can be found on the website.

https://files.schudio.com/westleigh-high/files/documents/Complaints_and_Compliments_Policy_Final_16052022.pdf

18. Links to other policies

This policy is linked to the following policies:

- Policy for Supporting Young People with Medical Conditions
- Safeguarding and Child Protection policy
- Accessibility Policy