



Special Educational Needs Policy

Policy Title:	Special Educational Needs Policy
Last Review:	January 2026
Next Review:	August 2026
Responsibility:	Deputy Head, Headmaster
Other relevant policies:	Anti-Bullying Policy English as an Additional Language Policy Equal Opportunities Policy Safeguarding Child Protection Policy Talented and Gifted Pupils Policy Three Year Accessibility Plan WHS Teachers' Standards See also: Children and Families Act 2014 Equality Act 2010 SEND Code of Practice 0-25 years January 2015

This is a whole school policy which also applies to the Early Years Foundation Stage.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disabled children

Many children who have SEN may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a substantial and long -term effect on his or her ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more', and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but where a disabled child requires special educational provision, he or she will also be covered by SEN definition.

1. Guiding Principle

At West House School we aim to nurture every child; each pupil should have equal opportunity to make the best possible progress in their academic work, creative and physical development. We value and encourage the contribution of all pupils to the life of the school, whether in the classroom, on the sports' field, in the choir or orchestra, or within the community in general.

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. Children with special educational needs must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of children with special educational needs.

Curriculum delivery is developed with the goal of minimising barriers to learning by incorporation good practice into our provision for all. Where 'Quality First Teaching' is insufficient to meet the whole remit of pupil's needs, additional and different provision will be made. We aim to be proactive in identifying needs and in providing early intervention. We actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). Learning difficulties are assessed and provided for in a variety of ways, so that children have the opportunity to develop to their full potential with the guidance and support of all their teachers. All teachers are teachers of special needs; class and subject teachers are involved in the identification of children with SEN; they also have responsibility for its provision within the classroom.

2. Objectives

- To apply a whole school policy to meet each child's individual needs, following the guidelines of the SEND Code of Practice: 0-25 years January 2015
- To identify, at the earliest opportunity any child who may have SEND.
- To provide for children using the graduated approach defined in the Code of Practice for SEND, and for children with an EHC, if the school is considered to be a suitable placement.
- From SEN Support onwards, to plan and implement an appropriate Individual Education Plan
- To ensure that all school staff are aware of each child's needs so that his/her needs may be met in mainstream classes.
- To provide pastoral care and support for the children with SEND, so that they may develop in all areas and build a strong sense of self-esteem.
- To conduct regular reviews of the children's progress, both with regard to SEND and to their general development.
- To make any changes to the IEP in the light of each successive review
- To maintain close links with the parents/ carers at all times and to involve them in:
 - the initial assessment procedures
 - regular reviews of the child's progress
- To seek and consider the view of the child with SEND, according to age, maturity and capability.
- To endeavour to ensure that each child with SEND progresses to a suitable secondary school where his current needs will be communicated and continue to be met.

To achieve this commitment:

a) We aim to employ the best practice when devising support for SEND.

b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.

c) Early intervention is vital: We recognise the importance of early identification and assessment of children with special educational needs.

d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Leadership Team (SLT). We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated and reasonably adjusted activities to meet these needs.

e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access.

f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, investigating their learning styles, helping create personal targets and in evaluating their outcomes. Our SEND provision aims to involve children in this process in the light of their age and understanding.

g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and outside agencies to support them in the child's learning and development. We will inform them about SEND provision for their child and take their views into account in respect of their child's needs.

h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents, sharing information and assessment reports and taking prompt action to implement recommendations.

3. Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole. The people responsible for the implementation of the learning support and SEN policy are:

- The Governing Body's Education Committee is responsible for monitoring the implementation of this policy. In doing so, Governors will have regard to The Code of Practice for SEND and the Equality Act 2010 and the April 2011 Equality Duty update.
- The Head and the SENCO are the 'responsible persons' for ensuring that all those who teach SEN pupils have been informed of their needs.
- Sufficient staffing, training and funding must be made available to meet the aims of the Policy Statement and resources must be used effectively
- The SENCO coordinates the day-to-day provision for pupils with SEND.
- Teachers are responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Headmaster

The Headmaster has responsibility for the day-to-day management of all aspects of the school's work, including the educational and welfare provision for pupils with SEN, including those with Educational Health Care (EHC) plans and those for who English is an additional language. The Headmaster keeps the Board of Governors fully informed and works closely with the school's SENCO.

The School Staff

All staff should be involved in the development of the School's SEN policy and by so doing (supported by INSET) they should be fully aware of the School's procedures for identification, assessment and provision for SEND. Specialist teachers are fully involved in the development, implementation and review of IEPs.

At present 1:1 or small group support is offered to all pupils on the Learning Support and SEND register, as well as flexible short-term support for pupils not on the register. The support is either in-class or outside the classroom. The policy is regularly reviewed in order to ensure that our provision is making the most 'reasonable' use of time and resources, and that we offer the best provision for the pupil. No extra charge is made to the parents for this provision.

All teachers are fully committed to learning support and SEND and to developing their knowledge of SEND issues and to use and share best practice. It is the responsibility of all teachers to ensure that they are fully aware of the school's procedures for identification, assessment and provision for learning support and SEND pupils. Induction for new staff about the school's learning support and SEND procedures takes place during INSET days.

Staffing

Mrs Emma Patel is the school SENCO with responsibilities which include:

- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Liaising with parents of pupils with special educational needs.
- Liaising with the other SENCOs, educational psychologists, medical practitioners, speech and language therapists and other health services.

Mrs Clare Flanagan is responsible for the day-to-day management of the SEND provision within Early Years, acting in liaison with the school SENCO.

Her responsibilities include:

- Assisting in the identification process.
- Writing Early Years Records of Increased Differentiation, SEND Support plans or provision mapping as appropriate

- Liaising with outside agencies as required.
- Ensuring that appropriate provision for individual pupils is maintained and monitored.
- Working with the school SENCO in ensuring a smooth transition from Pre-School to Reception for pupils with SEND.

4. Admissions and Inclusions

Girls and boys are admitted to West House Early Years Department and boys are admitted to West House School in line with the school's Admissions Policy which is made available to all prospective parents. The Admissions Policy should be read in conjunction with this policy.

5. Identification, Assessment and Provision of Pupils with Special Educational Needs (SEN)

At West House, a child's needs may become apparent through:

- Admission interviews
- Teaching within the classroom
- Screening procedures and assessment tracking
- Expressions of parental concerns

At West House School there is a range of abilities across each year group. In line with our Teaching and Learning policy, high quality differentiated teaching aims to ensure that learning activities and opportunities are matched to individual abilities. Whilst many pupils may progress in line with expectations, there may be some pupils who fail to make the progress expected. It may be that targeted focus within class, or a short period of booster sessions will address the issue, but should these prove to be unsuccessful, the Code of Practice will be activated.

The early identification, assessment and graduated provision is available for all pupils causing concern, and the identification of learning support needs and SEND is built into the overall approach to monitoring the progress and development of all pupils.

The single SEND Category refers to those children who require specialist provision that is 'additional and different from' their peers across four broad areas. Children may have needs that cut across all these areas and their needs may change over time:

- **Communication and interaction**
This includes speech, language and communication needs. Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication.
- **Cognition and learning**
This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation, Specific Learning Difficulties (SpLD) – dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**
This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or other physical symptoms that are medically unexplained. It also includes disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs**
This includes vision, hearing or a multi-sensory impairment and/or physical disability.

Provision - Levels of Support

The Code of Practice on the Identification and Assessment of Special Educational Needs, which states that schools should keep a register of such children, presents a five-stage model for children with SEN. Within the five-stage model, Wave 1-3 are school-based stages

Wave 1 – This may be appropriate for pupils with a new or existing neurodivergent diagnosis.

Wave 2- If a teacher is concerned about a pupil's progress and has adjusted the teaching and put in place interventions which have not impacted on the pupil's progress, a Teacher Concern form is completed and evidence of the pupil's progress is collected and given to the SENCO, who discusses the concern with the teacher, in order to plan an appropriate course of action. At this stage, pupils will generally be monitored by the classroom teacher and

strategies drawn up and implemented to facilitate progress within the classroom. Pupils may receive small group support.

In EYFS a Record of Increased Differentiation may be introduced at this stage to aid the monitoring process. Pupils in this band are not considered to have Special Educational Needs or Disabilities. They would however benefit from some targeted support in specific areas either individually or in groups.

Wave 3- SEN Support (formerly School Action (SA) / Early Years Action (EYA) – is a school-based stage of intervention, assessment and provision, often in the form of small group support or 1:1 sessions. Targets are drawn up either in the form of Individual Education Plans (IEP) or provision mapping as appropriate and reviewed at least twice a year. Pupils in this band are considered to have SEND.

Wave 4 – School Action Plus (SA+) / Early Years Action Plus (EYA+) – involving intervention by external support services who will advise the school on new target setting. Targets will generally be met through classroom differentiation, small group support and 1:1 support.

Wave 5 – Education Health Care Plan - in the light of the assessment, the LEA makes a EHCP, which is a document issued by the LEA which sets out a child's special educational needs and the provision needed to meet those needs. The LEA is under a statutory duty to ensure that this provision is made.

Children with Education Health Care Plan (EHCP)

An EHCP will inform the school of the action to be taken in relation to a pupil's education and welfare, and the targets to be set up in the IEP. The LEA must review all EHCP on an annual basis. The annual review aims to focus on the special provision made for the child and to assess the child's progress towards meeting the objectives specified in the child's EHCP and any agreed targets. If necessary the EHC plan may be amended to reflect newly identified needs and provision. In some cases a decision may be made to cease to maintain the EHCP as the objectives have been secured.

Procedure for Intervention

In accordance with the SEND Code of Practice: 0-25 (January 2015) the school employs the four key actions of Assess, Plan, Do, Review.

Assess

- Subject teachers, class teachers and nursery practitioners have the initial responsibility for identifying children who are experiencing difficulties
- Once a trigger of concern has been raised about a pupil at West House, the teacher initiating that concern should fill in the SEN Areas of Concern form. This will highlight the child's difficulties and consider the strategies and support currently given.
- The teacher and the SENCO will collect all available information about the child and seek information from the parents at an appropriate time.
- As part of the tools for assessing pupils needs, the SENCO may consider using the Common Assessment Framework if appropriate.

Plan

- The SENCO, in liaison with the teacher and other members of the SEN Department will then decide what level of intervention and support is required and plan appropriately. (Targeted teaching focus, booster session or SEN Support).
- Should the pupil require SEN Support then the SENCO and class/subject teacher may draw up an Individual Education Plan (IEP) and a review date will be set. The IEP will only record that which is additional to or different from the differentiated curriculum and it will take immediate effect.

Do

- The SENCO will arrange a meeting to consult with the parents.
- Information is disseminated at staff meetings. The class/subject teachers 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, the class/subject teacher remains responsible for that pupil's learning.

Review

- Reviews will take place at least twice during an academic year and the outcomes will be recorded.
- Pupils will participate fully in the review process according to their age and abilities.
- Parents will also be invited to participate in the target-setting and review process.

- If a pupil continues to make little progress, then the SENCO and staff, in consultation with the parents, may decide to call in outside agencies for assistance. This will then lead to a child being placed on a School Action Plus IEP.

6. Arrangements for partnership with parents

West House firmly believes in developing a strong partnership with parents and that this will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and this gives them a key role in this partnership.

All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

A pupil's form tutor will work closely with parents at all stages in his education and should be the first port of call in the event of any difficulties. If parents have concerns, they should first talk to the form tutor. Parents are invited to attend all reviews.

7. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to assist them in making the most of their education. Through pupil interviews, they will be encouraged to participate in the decision-making processes, including the setting of learning targets and contributing to Individual Support Plans.

8. Links with External Agencies

West House School maintains a list of Educational Psychologists, Specialist Teachers, Speech and Language Therapists and other agencies to whom parents may take their children for assessment. This assessment will be eternally funded by the parents.

External assessors are welcome to visit to observe and conduct assessments.

9. Complaints procedures

The schools' complaints procedures are set out in the 'Information for Parents' booklet and are available via the school website. The school will make further information about this process available on request.

10. Monitoring and Review

West House considers the SEN Policy document to be important, and the SENCO undertakes a review of both policy and practice on an annual basis or sooner in the event of revised legislation or guidance. The outcomes of this review are used to inform the School Development Plan.

Appendix 1

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil_____ Class_____ DoB_____

1. Please tick which area(s) of SEN is/are of concern for this pupil

- ☐ Cognition and Learning
- ☐ Behavioural, Emotional and Social Development
- ☐ Communication and Interaction
- ☐ Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil and what support has been currently given.

4. Please detail any other factors which might be relevant i.e. recent conversations with parents.

Action taken by SENCO: