



# **Westcliff High School** for Boys

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

<b>REVIEWED:</b>	<b>Spring 2025</b>
<b>COMMITTEE:</b>	<b>Teaching Quality &amp; Pastoral Care</b>
<b>DATE OF NEXT REVIEW:</b>	<b>Spring 2026</b>

**SENDCo:** Mrs K Revell

**Assistant SENDCo:** Mr D Wightman

**Deputy Headteacher for Quality and Effectiveness of SEND Provision:** Miss G Fairfax

**Governors with Responsibility for SEND:** Dr T Nageh and Mr D Norman

**At WHSB, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This Policy is intended to address pupils with Special Educational Needs (SEN) and pupils who have disabilities.**

## **1. RATIONALE:**

We believe that a child with Special Educational Needs (SEN) and/or disabilities should be given the best possible start in life. At WHSB we strive to create a culture where individual difference is recognised and supported and where each pupil is encouraged to achieve to their full potential.

We also recognise that not all pupils will be able to achieve their full potential without additional help and support at some point throughout their school career. We define Special Educational Needs in accordance with the Education Act (1996), revised SEN Code of Practice (2015) and the Children and Families Act (2014) as educational provision which is additional to, and different from current mainstream provision. The SEND Department offers additional support to cater for the individual needs of some pupils with special and/or additional educational needs, including disabilities, to support and enhance mainstream provision.

A pupil is, therefore, referred to the SENDCo if he/she has significantly greater difficulty in achieving in mainstream classes than the majority of his/her peers. The pupil may have a specific learning difficulty such as dyslexia or other specific area of need, which impacts their learning and acts as a barrier to achieving their full potential.

## **2. FUNCTIONAL PRINCIPLES:**

- A pupil with a learning need should have his/her needs met;
- Parents play a vital role in supporting their child's additional educational need;
- Every teacher is responsible for understanding the individual needs of every pupil in their class and are accountable for the progress made;
- Every teacher should be able to identify pupils with special and/or additional educational needs and know how to refer for additional help;
- Pupils with SEND should be offered full access to a broad, balanced and relevant education in accordance with the Accessibility Policy;
- Pupils' individual needs will be assessed to inform their additional support, and will be reviewed regularly (three times a year) and, in line with the assessment policy, there is direct consultation with parents by teachers during scheduled Parents' Consultation Evenings;
- Additional learning needs can occur at any time throughout a school career.

## **3. AIMS AND OBJECTIVES:**

### **3.1 Aims:**

- To identify and assess pupils with SEND as early as possible;
- To meet the needs of such pupils by offering appropriate support which is tailored to the individual;

- To provide intervention and support which is reviewed regularly to ensure it meets the identified need as they change over time.

### **3.2. Objectives**

The School seeks to ensure that pupils with identified needs take part in the full curriculum as far as this is compatible with the provision of SEND support and with the efficient and effective education of other pupils. Pupils with Special Educational Needs will be encouraged to be independent and to take on responsibility within the School community.

The specific objectives of our SEND Policy are:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met;
- to ensure that parents are informed of their child's special needs and that there is effective communication between parents and School;
- to ensure that all pupils make the best possible progress;
- to ensure that pupils with special educational needs and disabilities join in with all the activities of the School;
- to ensure that pupils express their views and are fully involved in decisions which affect their education;
- to promote effective partnership and successfully involve outside agencies where appropriate.

Everyone in the School community (Governors, staff, pupils and parents) has a positive role to play in achieving these aims.

## **4. DEFINITIONS:**

### **4.1 Special Educational Needs:**

Pupils might have special educational needs (SEN) if:

- they have a learning difficulty or disability which calls for special educational provision to be made which is additional to, and different from mainstream provision;
- they have significantly greater difficulty coping in one or more ways in class than the majority of pupils of the same age.

### **4.2 Disability:**

- The Equality Act (2010) defines a disability as a physical or mental impairment that has a 'substantial' and 'long term' negative effect on the individual's ability to do normal day-to-day activities.
- 'Substantial' is defined as: more than minor or trivial.
- 'Long-term' is defined as: 12 months or more, although there are special exceptions for recurring conditions.

### **4.3 Learning Difficulty:**

Pupils might have a learning difficulty if (s)he:

- Has a significantly greater difficulty learning than the majority of pupils the same age;
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age.

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 The Role of the SENDCo**

The SENDCo will be the strategic lead for SEND across the School and will manage the day-to-day operations of additional support including:

- Managing the annual review for EHCPs;
- Liaison with parents;
- Providing information to teachers to enable them to adjust their teaching to meet the individual learning needs of all learners;
- Collating and monitoring the SEND register;
- Receiving and processing admissions following identification;
- Organising the additional support and provision;
- Monitoring the progress of pupils on the SEND Register;
- Offering training and support to staff in different categories of SEND;
- Monitoring the effectiveness of additional support and provision;
- Updating central database systems, including SIMS;
- Supporting Teaching Assistants involved in the provision of SEND support;
- Liaison with outside professionals such as clinicians;
- Liaison with Local Authority personnel;

In all of these matters the SENDCo is supported by the Assistant SENDCo and directed by the SENDCo.

### **5.2. The Role Of Governors**

The efficacy of the School's SEND Policy and practice is judged against the objectives set out above. The following procedures take place on an annual basis:

- Success criteria will be reviewed annually;
- Where appropriate, new success criteria will be determined by the Headmaster, Third Deputy Headteacher and Governing Board through the Teaching Quality and Pastoral Care Committee;
- The Governing Board will consider annually the successful implementation of the policy;
- The Governing Board will consider annually the effectiveness of the provision made;
- The Governing Board will ensure that appropriate special educational provision is made for all pupils identified as requiring it;
- The Governing Board will ensure the School details the range of support made in the School each year in response to identified needs.

The Governing Board complies fully with the School Admissions Code, the School's Admissions Policy and the Consortium of Selective Schools in Essex (CSSE) arrangements.

## 6. ADMISSION ARRANGEMENTS

Pupils with SEND are welcome and are to meet the academic entry requirements before they can be considered for admission to this selective school.

Where a pupil has an EHCP, the School must be named on the plan and transitional arrangements must be made by the SENDCo and previous school in order to ensure any identified needs are met.

Applications from parents of pupils with SEND but no EHCP will be considered on the basis of the School's published admissions criteria.

## 7. IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Our School is committed to early identification of SEN and adopts a focused response to meeting special needs in line with the SEND Code of Practice. It is based on the assumption that pupils' special educational needs and requirements fall into the following four broad areas:

- Communication and interaction;
- Cognition and learning needs;
- Social, emotional and mental health needs;
- Sensory and physical needs.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SEND co-ordinator to decide whether additional and/or different provision is necessary. Some pupils will come to us with recognised SEN. Careful liaison with feeder schools and thorough use of Primary School records will be valuable in identifying SEN issues among new pupils. When possible, contact will be made with the Primary School of pupils with SEN on receipt of the School's Primary-Secondary Liaison form.

Some pupils experience organisational difficulties. Where possible, pupils are encouraged to be independent in the organisation of their work schedule. Where pupils find this difficult, help will be provided on a short-term basis, either through the SEND Department or a member of the Pastoral Team.

Access Arrangements/Exam Concessions:

- All prospective candidates who may require exam concessions will be offered the opportunity of a re-assessment following Year 9;
- Wherever possible, assessment for examination concessions will be conducted within the School, through a specialist teacher assessment arranged by the SENDCo. Where this is not possible, the SENDCo will advise parents of an independent specialist assessor who can conduct the assessment in school;
- Evidence of need will be obtained from subject teachers in accordance with JCQ regulations;
- The SENDCo decides, in accordance with the current JCQ regulations, whether individual pupils are entitled to examination concessions on the basis of the specialist assessment and evidence of need gathered, and advises the Examinations Officer and parents. This assessment is done in line with procedures set out by the School.

## 8. ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND

In line with the SEN Code of Practice, parents of pupils with SEND will be notified and review meetings will be organised.

We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.

We allot additional resources from the Pupil Premium Funding to any SEND pupil who is eligible.

We adopt a graduated response in order to help pupils with SEND, recognising that there is a continuum of special educational needs.

Where a pupil's progress is not adequate, as assessed through their progress against their expected progress, we take additional or different action to enable the pupil to learn more effectively.

We adopt the assess-plan-do-review cycle for additional support.

### **Assess**

- The individual needs of pupils are assessed

### **Plan**

- Following assessment, a plan of additional support and provision is arranged

### **Do**

- The additional support plan is implemented

### **Review**

- Following the implementation of additional support, the progress made is evaluated and the additional support is reviewed

## 9. ARRANGEMENTS FOR PROVIDING ACCESS FOR PUPILS WITH SEND

The curriculum on offer will be modified to meet the individual needs of pupils with SEND in the following ways:

- Appropriate seating;
- Pupils will have access to laptops to aid their written work;
- Enlarged scripts or coloured paper;
- Coloured overlays may be offered;
- Other arrangements can be implemented where needed.

## **10. CRITERIA FOR EVALUATING SUCCESS OF SPECIAL EDUCATIONAL PROVISION FOR PUPILS WITH SEND**

- The effectiveness of special educational needs provision will be evaluated on a termly basis as part of the School's regularly scheduled reporting arrangements;
- Pupil progress from their tracking data will form the basis of the success of additional provision;
- Pupils should make progress in line with their expected progress;
- Pupils will be asked for comments and feedback;
- Parents will be asked for comments and feedback;
- Value-added data for pupils on the School's SEND record of action;
- Monitoring of procedures and practice by the designated SEND Governors;
- The School's Self-Evaluation;
- The School Development Plan;
- Evidence from OFSTED Inspection Reports.

## **11. COMPLAINTS PROCEDURE**

Our School's Complaint Procedure is available on request by emailing [office@whsb.essex.sch.uk](mailto:office@whsb.essex.sch.uk) . Each child's Form Tutor works closely with parents at all stages of his/her education and should always be the first port of call should difficulties emerge.

Any parent wishing to express dissatisfaction with the School's SEND provision should contact the SENDCo in the first instance, preferably in writing. A written response will be made within one School week of the enquiry and a meeting in School will be arranged if requested by parents. Should parents still feel concerned, the matter will be referred to the Third Deputy Headteacher with responsibility for SEND, who will consult as appropriate with senior colleagues and more widely, and reply within a further School week.

Parents/carers of pupils with SEN or disabilities, whose concerns cannot be resolved by the usual School procedures, can request independent resolution. The School can make further information about the process available on request.

## **12. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

The School regularly reviews the training needs for staff taking into account School priorities as well as individual professional needs. Particular support is given to ECTs and other new members of staff.

Our SEND Co-ordinator has responsibility for prioritising the training needs of staff with respect to special educational needs.

## **13. PUPIL WELFARE**

We endeavour to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the School. We ensure that all pupils have a mechanism for expressing their views through the School Council and other mechanism of student voice.

#### **14. LINKS WITH OTHER SERVICES AND VOLUNTARY AGENCIES**

The School may receive visits from the nominated Education Welfare Officer (EWO) and Educational Psychologist (EP) for our local area. Occasional links with external services and organisations are made whenever necessary to assist the School with meeting the needs of individual pupils.