

Westfield Arts College

02 Special Educational Needs and Disabilities (SEND) Policy

Reviewed by committee	PD – 6/6/2025	Policy type: Statutory
Adopted by Governing Body	7/07/2025	Review cycle: Two yearly
Date for next review	Summer 2027	Signed by Chair: 

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Rationale:

Westfield Arts College SEND Policy helps to promote inclusion for all of our pupils, whatever their needs are. At Westfield we are committed to a child rights approach based on the United Nations Convention on the Rights of the Child which is embedded in school policy, practice and culture (UNCRC Articles 23, 28 and 29). Our SEND Policy is essential in ensuring that this can happen. We have a commitment to high quality educational provision for all our pupils, and our vision is 'Broadening Horizons' with an aim to give every child the best possible experience.

Westfield is a day school for children and young people between the ages of 4 and 19 years. The primary area of need for our pupils is cognition and learning, with learners identified as having Moderate Learning Difficulties. (MLD) or complex in the area of cognition and learning as described in the SEN Code of Practice. Pupils may also have associated needs in the areas of social, emotional and mental health and communication and interaction (Autistic Spectrum Condition and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties or medical needs.

Our 'Broadening Horizons' provision is based on strong aims and values:

- To offer each of our pupils an exciting, well balanced curriculum and outstanding opportunities that support them to achieve their full potential.
- To provide a safe and happy learning environment in which our pupils grow into confident, independent young people with the skills they need to make a positive contribution to society.
- To hold the pupil at the centre of everything we do by working in close partnership with them, parents and carers, external agencies and the community beyond the school.
- To maintain and further develop a superb staff and governor team that is able to offer our pupils education and care of the highest quality.

To achieve our vision we aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.
- Enable pupils to acquire the knowledge, skills and confidence which enable them to lead full, interesting and independent lives.
- Develop in pupils their personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Promote the pupils' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Identify and encourage key skills for their personal development.

- Offer a broad curriculum and a wide range of age-appropriate learning experiences which are both exciting and challenging.
- Ensure that our curriculum is delivered to all pupils at a level adapted and modified according to their needs.
- Offer pupils experiences of their own and other religious and cultural backgrounds and values.
- Ensure that our safeguarding procedures and online safety are paramount in keeping all members of the school community safe.
- Ensure we work closely with parents and carers, maintaining effective two way communication
- Foster effective relationships with external agencies and the wider community
- Provide all staff with training and development opportunities to enable effective practice.

Further details of all areas of our school curriculum and assessment processes can be found on our website. <https://westfield.dorset.sch.uk/curriculum/>

Admissions

The Head Teacher works within the Local Authority admissions criteria for admissions into Special Schools. We do not discriminate against pupils with special education needs or disabilities: our Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014. Admissions to Westfield can only occur through close liaison with the SEN Team and Locality Teams at Dorset Council.

Pupils will be admitted to Westfield subject to the following:

- i) the school is suitable for the age, ability, aptitude or SEN of the child or young person concerned
- ii) the attendance of the child or young person at Westfield would be compatible with the provision of efficient education of others at the school
- iii) an Education and Health Care Plan (EHCP) has been completed
- iv) parents or carers request admission of a pupil to Westfield and have visited the school prior to admission date
- v) an Admissions Panel agrees to the placement

All pupils at Westfield have a Learning Difficulty or Learning Disability

Identification and assessment of special educational needs

Westfield is committed to working with a number of agencies in the support of young people who present with special educational needs. We liaise and work alongside multi-agency expertise in the identification and assessment of the needs presented by our young people. We work with our local and wider community in the support of best practice for young people with special educational needs through our Outreach/In-reach Work and wider provision.

Roles and responsibilities

- All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.
- All of our Governors are de facto interested in the area of special educational needs. Since we are expected to have a designated Governor responsible for Special Educational Needs, this role is invested in the Chair of our Governing Body in recognition of the particular importance of this area at a special school.

Monitoring pupil progress and reporting to parent carers

All pupils have their 'small learning steps' recorded in the form of Personal Learning Goals - PLGs. These are led by the EHCP Outcomes and are typically written by the class teacher in liaison with SLT, whenever needed. PLGs are written in consultation with pupils, parents/carers and teaching assistants. PLGs are reviewed each term, and the outcomes will be recorded on our assessment system, Evidence for Learning (EfL). Pupils will participate fully in the review process where possible. Parents/carers will also be invited to participate in the target setting as part of the EHCP Annual Review process.

Progress in other core subjects is also recorded on EfL and used to inform curriculum planning.

An Annual Report for parent carers is shared in the Summer Term.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2005.

Behaviour

At Westfield we follow and train all staff in a therapeutic approach to behaviour management, called Therapeutic Thinking (Dorset). We closely monitor and track pupil behaviour within Westfield. Pupils have behaviour management strategies and protocols appropriate to any particular behaviour needs. This serves to minimise the impact negative behaviour can have upon learning, and ensures that all members of the school community feel empowered to act positively. Our whole school Therapeutic Thinking approach to behaviour management, discourages restrictive physical intervention in all but the most serious or extreme cases in which a child/young poses a risk to themselves or others.

Arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood.

- All transitions are carefully planned as pupils move from class to class and phase to phase. Parent carers have the opportunity to meet the new teacher and class staff. A section of our website is dedicated to transition, including a welcome video and tour of the school:
- Pupils are increasingly supported in planning for their transition from school to adult life. We work with a trained careers advisor to support pupils from Key Stage 4 with their transition to Sixth Form, college, further training or employment. They work with pupils in school to advise both them and their parent carers on what is available after leaving Westfield.

- Preparation for adulthood is a strong and important feature in Key Stage 4 and Sixth Form, but work starts when pupils are much younger. Careers and transition information is available on our website: <https://westfield.dorset.sch.uk/careers/>. We offer Post 16 provision for up to 40 students in our Sixth Form.

Equal Opportunities

At Westfield we believe in the moral, as well as the legal entitlement, of all pupils and staff to have equality of access to teaching, learning, resources and opportunities, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (outlined in our Equality Information and Objectives). In all activities, positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans are adapted to meet the needs of all pupils and will reflect and celebrate worldwide cultures as well as those of the local community.

SEND Policy and Safeguarding

Westfield is a school that promotes and ensures strong safeguarding practices. As a Special School, we are aware that the young people who attend Westfield may be particularly vulnerable due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open and constructive challenge.

Further Information and Support.

At Westfield we have a Pupil and Parent Support Team (PaPs), every pupil is linked to a member of the PaPS team. The team work individually with pupils and/or parent carers whenever this support is required. They also support with the transition of pupils into Westfield.

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the class teacher, or is not satisfied with the class teacher's comments, should ask to speak to the Deputy Head or Head Teacher.

For a problem that might take time to explore more fully, parents/carers should telephone the school to alert the class teacher or Deputy Head Teacher and then arrange a suitable time to meet and discuss their concerns following a period of investigation. In the event of a formal complaint, parents/carers are advised to follow the procedures outlined in the school Complaints Policy which is available on the school website and from the School Office.

Other Documentation:

The following college documents should be read in conjunction with this policy:

- *SEND Code of Practice 0-25 years , 2014*
- *Part 3 Children's and Families Act 2014 Mission Statement and School Aims*
- *SEND Information Report*
- *Admissions Policy*
- *Equality Information and Objectives*

