



WESTFIELD SCHOOL POLICY AND PROCEDURE

Inclusive Practice (SEN)

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PRINCIPAL AUTHOR: Nicki Gilbert
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WESTFIELD SCHOOL

POLICY STATEMENT

Inclusive practice

All pupils at Westfield have been identified as having Special Educational Needs and disabilities (SEND). It is appreciated that every child is different and his/her needs will be addressed on an individual basis.

Objectives:

- To promote an educational environment where pupils are able to integrate, communicate and make relationships.
- To teach children to be as independent as possible.
- To provide a happy and emotionally stable environment.
- To enable children to become physically fit, confident and healthy.
- To teach children to be aware of and appreciate the world around them.
- To provide a rich and creative school life.
- To enable children to experience success and develop self esteem.

Admission Arrangements

- Admissions are always made through a confirmed Education, Health and Care Plan, naming Westfield as the identified provision by the LA.
- Admissions are only made when the plan identifies the child's primary need as being for a school for a school with pupils with severe learning difficulties.
- Consultation with the Local Authority and Headteacher always precede admission
- Admissions can be made at any time provided there is a vacancy.

S.E.N. Specialisms

- Westfield provides day educational provision for pupils with severe learning difficulties (SLD), Autistic Spectrum Disorders (ASD), and profound and multiple learning difficulties (PMLD).
- Places are also provided for pupils with additional complex learning difficulties such as epilepsy, cerebral palsy and multi-sensory impairments.

Buildings and Specialist Facilities:

- Westfield is a purpose-built school for pupils with SLD, which has been developed in accordance with LA investment due to altered needs and requirements. It has been identified as requiring a full upgrade by the DfE, but this won't happen for some time.
- A sensory room is available for all pupils to use.
- An identified physiotherapy room is provided
- Specialist facilities are provided to assist physically disabled pupils with their personal care.
- A tail hoist mini bus is available to enable all pupils to access off-site facilities.
- Access to hydrotherapy/RDA is provided by use of the mini bus.

Arrangements for Co-ordination of provision for pupils with S.E.N.

- The Education, Health and care Plans of all pupils are reviewed annually according to procedures laid down by the L.A. and the SEND Code of Practice.

Identification of Special Educational Needs

- All pupils have an initial Education, Health and Care Plan (EHCP), which identifies and describes any diagnosis, and recommended provision to address these. The needs of each pupil relate to a tariff system, A-F, through which the school receives funding to provide the relevant support.
- The identification of further needs is an ongoing procedure involving classroom teacher, teaching assistant, Headteacher, other staff in school and visiting specialist advisory staff.

Assessment and identification of S.E.N

- All pupils are assessed initially by the Educational Psychologist, Medical Officer of Health, a pre-school assessment centre and other agencies creating a multi-disciplinary assessment, (MDA) prior to initial statutory assessment.
- Assessment within school, or identification of additional learning barriers, is ongoing, and if staff and parents feel it necessary, referrals are made to health colleagues, such as Educational Psychology, Occupational Therapy or CAMHS, who can then provide updated assessments, which are then used to update the EHCP
- Relevant summative assessments of progress and attainment occur throughout the year to enable needs to be identified, and progress to be monitored

Monitoring of S.E.N.

- Pupil progress is monitored regularly via comprehensive classroom records and IPP's are adapted accordingly.
- Progress data is reviewed termly by the Deputy Head.
- Regular learning walks occur by SLT
- Regular review meetings are held by partner agencies, attended by school staff.
- The Headteacher regularly observes lessons in each class.
- Members of the Governing Body are invited to visit classes.

Review Procedures

- The dates of Annual Reviews are decided at commencement of each academic year and appropriate agencies notified and invited. Requests for reports prior to review meeting are made.
- Parents are invited to attend, and to offer written comments. The young person is always invited to attend, even if they are only able to participate for a short time.
- Reviews are held in school, or via remote networking, throughout the year according to the date of the EHCP, or relevant transition requirements. All agencies involved with the young person are invited to attend, and issues other than education are also addressed.
- An action plan is created during each review, which is reviewed at the next meeting.
- Details of review findings are sent to the LA, parents, and any other relevant agencies, and a copy is retained in the child's file.
- Action following the review is taken by the appropriate agency, i.e. school/LA/outside agency.

Arrangements for providing access to a broad and balanced curriculum including the National Curriculum

- Access to all subjects of the National Curriculum and additional statutory subjects such as RSE, is provided for every student.
- There is R.E. provision throughout the school.
- Additional personal/social/self-help/leisure skills are provided for all pupils.
- A multi-sensory curriculum is provided for pupils whose needs indicate that this is appropriate.
- Please also see Curriculum Policy

Allocation of Resources

- All pupils are entitled to be provided with essential equipment to meet their needs.
- Consumables are purchased in bulk and allocated to classes.
- A central store of many everyday 'consumables', i.e. paper, pens, glue etc. is freely accessible.
- Specialist equipment is purchased following the identification of need, appropriateness of equipment, value for money and funds available.
- Some items of specialist furniture may be provided centrally by LA to allow pupils to access National Curriculum areas.
- Specialist items of health care may be provided by the Health Trust.
- An oversight of resources is monitored by the School Business Manager, Headteacher and Resources Sub Committee of the Governing Body.

Criteria for evaluating the success of the Inclusive Practice Policy

- Pupils are observed to be happy, enjoying school, working hard, following an appropriate and wide-ranging curriculum and making progress.
- Parents are happy with child's placement and pleased with progress.
- Regular evaluation of school organisation and curriculum by all staff.
- Sufficient resources are available to meet needs.

Arrangements for considering complaints regarding the Inclusive Practice Policy

All complaints regarding curriculum matters will be dealt with via procedures laid down by the LA as specified by the Education Format 1988.

Continuing Professional Development (CPD)

CPD is offered to all staff via a variety of methods.

- There are five Training Days in every academic year. All five fall outside the 190 day academic year determined by the LA and will be agreed via staff discussion. Attendance by teachers is statutory; support staff receive payment for attendance agreed in advance.
- Individual attendance for staff at appropriate courses is considered following an application to the head teacher, or as suggested by the CPD co-ordinator. Support staff must apply initially to their class teacher who will forward the request to the headteacher for final approval. Feedback, if appropriate, may also be given at staff meetings or class group meetings.
- 'Twilight' within school sessions may feature if this is appropriate and best meets needs of staff (often using visiting professionals).
- All teachers participate in an annual performance review cycle, which is informed by observations. Support assistants also are appraised regularly by the Deputy Head, who encourages ongoing CPD and personal development.
- In-school progression is common place.

Partnership with Parents

Parents are viewed by staff as valuable partners in the educational provision for Westfield pupils.

- Westfield has an open-door policy and parents may visit at any time to discuss their child's progress, but advance notice is appreciated.
- Home visits by staff and professionals can be arranged.
- Regular daily communication is usually via a home/school diary or increasingly via e-mail.
- Structured conversations to discuss children's progress are arranged annually. Visiting professionals are available to meet with parents.
- Reviews of pupils EHC Plans are held annually.
- A flourishing PTFA, which is a registered charity, is open to all parents.

External Support Services

Westfield School welcomes the valuable support and advice offered by external agencies.

- The LA Educational Psychologist visits when requested to assess and monitor pupils progress and advise on teaching strategies.
- Physiotherapists visit regularly to monitor and work with pupils with physical and gross motor difficulties.

- A Speech and Language Therapist (SaLT) attends for one day a week to assess pupils and devise and monitor programmes which are delivered by school staff. A SaLT assistant is also made available during the year to support delivery and resource production.
- Currently, an independent Occupational Therapist is being utilised due to the lack of available LA provision
- Many local people give of their time to support the school in practical ways.

Links with partner Schools

Staff consider links with other schools to be vital, not only to enhance their own professional development, but in order to offer increased opportunities for Westfield pupils.

- Staff links maintained on informal and formal basis with other special schools via meetings and shared in-service training.
- Headteacher links maintained with other special schools via regular business meetings with officers of LA.
- Headteacher links with mainstream schools maintained by local cluster meetings.
- Pupil links with mainstream primary and High schools in the locality are maintained when this is appropriate to extend learning
- Pupils links maintained via work experience placements with local high schools.
- Pupils links with other special schools maintained via shared activities on an occasional basis.
- When a school transfer is imminent full transitional arrangements are made via the Annual Review.

Links with Medical and Social Services

- The speech therapist visits to advise staff regarding speech and language development and to support individual children.
- The Community Paediatrician visits regularly to monitor the health of pupils and meet with parents.
- Two physiotherapists attend weekly to advise on mobility programmes for pupils and work on an individual basis with them.
- Staff work closely with members of the Social Care team, and they are fully involved with the Review process.

Voluntary Organisations

A number of voluntary associations regularly support the work of Westfield, both in practical and financial ways. These include:-

- Local businesses
- The Rotary Club
- Marches Family Network
- Young Carers
- The National Trust

This policy was recommended for approval by the Curriculum and Achievement Committee on xxxx and subsequently approved by the Full Governing Body.
To be reviewed annually.

Signed _____ Chair of committee on behalf of the Governors

Date _____