

**Special Educational Needs Policy**  
**Westhaven School**  
(DRAFT)



This policy demonstrates how staff and governors of Westhaven School provide for the special needs of pupils within the school. It promotes an outstanding example for the provision of pupils with Special Educational Needs.

**Intent**

- To provide challenging, exciting learning opportunities alongside rich and creative learning experiences
- To foster interests in a variety of cultures, arts and literature
- To provide a secure, caring and supportive environment which is conducive to learning
- To support personalised learning in the classroom based on the consideration of every child's unique needs and EHCP requirements
- To focus on positive emotional health and well being for every child.
- To support our students to achieve in society; to develop independence, to have aspirations for life long learning and to be able to flourish in preparation for adult life in the community
- To raise self-awareness, self-esteem, self-confidence and motivation
- To foster self-motivation, independence and the sense of responsibility
- To fulfill the requirements for the National Curriculum and allow access to a wider personalised curriculum appropriate to the needs of each pupil
- To support the identification of new or changing needs of pupils
- To support inclusion in classes within the school
- To allocate resources in a considered and fair manner which are appropriate to the needs of the pupils
- To continually assess the pupils' learning, striving for outstanding progress in all areas of learning and to gather a range of evidence to support this.
- To expect and foster outstanding behaviour and support students appropriately where this is a struggle
- To continually assess the skills and knowledge of teachers and offer a comprehensive CPD programme to support understanding of and skills for teaching students with SEND needs
- To link with outside agencies and support available where necessary
- To liaise with parents, carers and external professionals to ensure parents are kept informed about their child's education and progress.

## Implementation

### Structure of the School

- Small groups of students (max 12) with a high level of support (at least 1-6 ratio but usually 1-4). Staffing is arranged so that all students know the staff they are with well and so that staff know the needs of the pupils they are working with, a consistency of staff is important in day to day life in school. Students are grouped according not just to age but by ability, SEN needs and personality
- The school day is well structured, ordered and calm

### Teaching, Learning and Curriculum

- Teaching is planned based on students' interests, strengths, SEND and academic level in order to provide challenge. Where appropriate, multisensory learning and hands on tasks are used
- Teaching is monitored by the Senior Leadership Team as part of the appraisal process and whole school development
- The curriculum offer and the levels at which it is offered is reviewed annually to ensure it continues to meet the needs of our cohort
- The curriculum is wide and includes EHCP and Social Intervention Lessons
- Student levels and progress are monitored in an ongoing form and data is captured three times per year for curriculum subjects and also for Social, Emotional and Behaviour progression. Reading and Spelling assessments are completed twice a year
- Interventions such as Lego Therapy, Circle of Friends and Body Breaks are often done in class or as a class rather than by the removal of students
- Upper School and W6 students have the opportunity to meet with our careers advisor and have access to college link programmes and internal / external work experiences placements where appropriate
- Extra-curricular trips and visits are regularly planned to ensure students have a wide variety of experiences

### Behaviour and Emotional Regulation

- Where a student is showing dysregulated behaviours there are various levels of support, these include but are not limited to, the Learning Mentors and Intervention Teachers, the Advisory teacher, Behaviour Support, Therapy (Art or Play). Intervention can be on a temporary or immediate basis or planned on a longer term. Intervention is planned by the SENCO.
- The Westhaven Way is our expected set of behaviours and behaviour is monitored carefully across the school (see behaviour policy)
- Merits and rewards are across the school to reward positive behaviour, and learning attitudes

### Assessing Provision including Staff development and resources.

- Staff training and development needs are continually assessed through the appraisal

system and monitoring of student needs as students enter the school. New staff receive a full induction and training for understanding the various needs throughout the school

- Whole school resources are managed and assessed by the Senior Leadership Team as part of the school development plan. SEND specialist resources are managed and planned for by the SENCO team. These are assessed as an ongoing basis by the School Leads and SEN team
- EHCP reviews are held yearly for students, these reviews focus on students progress towards their outcomes and ensure that current and future provision is correct for students at whatever stage of their education they are at

## **Impact**

- Students have positive relationships with peers, and staff
- Students build a positive and trusting relationship with all staff working with them
- Teachers and Support Staff are understanding of the various needs and have the skills and abilities to teach in a differentiated way. Where they do not have the skills and knowledge, staff training is undertaken promptly
- Teachers have a wide range of resources, including sensory resources and ICT provision, to enable them to meet students' needs within class
- Students are in their classes for the majority of the time and are rarely removed for interventions as these needs are met in class. Students feel part of the school. Students are proud of the school they attend. Students are motivated to learn and achieve in all areas
- Students have access to a wide curriculum that is differentiated appropriately for them
- Students EHCPs are accurate and regularly updated to reflect their needs and the provision on required and on offer is accurate
- Students transition through the stages at Westhaven after being successfully prepared for the next phase of their learning
- Students leave Westhaven with not only a good range and level of qualifications but they are prepared for life and learning ahead of them.