



# WESTFIELD SCHOOL POLICY AND PROCEDURE

## Inclusive Practice (SEN)

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# ***WESTFIELD SCHOOL***

## ***POLICY STATEMENT***

### ***Inclusive practice***

All pupils at Westfield have been identified as having Special Educational Needs. 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 Statement of Special Educational Needs.
- Admissions are only made when the Statement 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 complex learning difficulties such as epilepsy, cerebral palsy and sensory impairments, as considered on an individual basis by the Local Authority.

## **Buildings and Specialist Facilities:**

- Westfield is a purpose-built school for pupils with SLD.
- A sensory room is available for all pupils to use.
- 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 provision for pupils with S.E.N.**

- The Statements for the Special Educational Needs of all pupils are reviewed annually according to procedures laid down by the L.A. and the Code of Practice.

## **Identification of Special Educational Needs**

- All pupils have an initial Statement of Special Educational Needs; these are being converted in accordance with the Las timetable to Education, Health and Care Plans (EHC)
- 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 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 prior to initial statutory assessment.
- Assessment within school is ongoing on a daily basis and comprehensive records kept and individual progress plans (IPP's) developed according to findings.
- S.A.T's will take place at appropriate Key Stages if thought desirable/possible.

- S.A.T. arrangements are not appropriate for pupils. This issue is addressed via the Annual Review procedure.

### **Monitoring of S.E.N.**

- Pupil progress is monitored regularly via comprehensive classroom records and IPP's are adapted accordingly.
- 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 throughout the year according to the statement date. The school holds person centred reviews, which last for approximately 1 ½ hours. 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 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 Sensory curriculum is provided for pupils whose needs indicate that this is desirable.

### **Allocation of Resources**

- All pupils are entitled to be provided with essential equipment to meet their needs.

- Consumables are purchased in bulk (West Mercia Supplies) 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.

### **Integration within School**

It is school policy to integrate all pupils with profound and multiple learning difficulties into the main body of the school as frequently as possible, while still providing the necessary specialist individual attention that they require.

### **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 LEA as specified by the Education Format 1988.

### **In-Service Training**

In-service training will be 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 teachers 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. Support assistants also are appraised regularly by their team leaders (class teachers).

### **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.
- Two informal parents evening to discuss children's progress are arranged annually. Visiting professionals are available to meet with parents.
- Reviews of pupils Statements (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.
- Many local people give of their time to support the school in practical ways.

### **Links with Mainstream and Special 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:-

- Leominster Lions
- Megan Baker House
- Earl Mortimer College
- Marches Family Network
- Herefordshire Mencap

This policy was recommended for approval by the Curriculum and Achievement Committee on 9.3.15 and subsequently approved by the Full Governing Body. To be reviewed annually.

Signed \_\_\_\_\_ date \_\_\_\_\_