



The
Westminster
School

Special Educational Needs Information Report 2016/17

*Safe Happy and Learning Together
Building foundations and providing
opportunities to create confident,
aspirational and independent members
of our community.*



Approved by Governing Board on: 29/09/16

Signed by Chair of Governors:

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1 . Rationale

The Westminster School caters for pupils with moderate learning difficulties, plus additional needs, for pupils aged 7-19 years.

We offer our pupils a broad and balanced curriculum, whilst aiming to meet their individual special educational needs. The School is committed to equal opportunities and all pupils are expected to leave school with accredited qualifications. Preparation for life takes on a more prominent role as pupils progress through school. At all times they are expected to work and behave responsibly, showing respect and consideration for others.

The Westminster School aims to provide all of its students with high quality learning and teaching and effective tutoring. All of our students have additional needs that may fall into one or more of four main categories:_____

- communication and interaction
- cognition and learning
- emotional, social and mental health
- sensory and physical

This information report sets out the support we give these students in order to enable them to experience the greatest possible level of success.

Admissions to the School are within the Admissions Policy on the School's website.

2. Objectives

- 2.1 To enable all students, whatever their additional needs, to be as fully integrated as possible into the life of this school.
- 2.2 To provide a range of programmes to support the needs of students.
- 2.3 To monitor the progress of students against clear targets for improvement in order to ensure that these targets are achieved.
- 2.4 To ensure that the arrangements for assessment, recording and review of students with additional needs are fully compliant with statutory requirements.
- 2.5 To ensure that resources allocated are being used for the benefit of students with additional learning needs and that they are being deployed in an efficient and effective manner.

3. Integration and Access

- 3.1 In accordance with the inclusion statement in the National Curriculum 2000, all students are taught in ways which:
 - set suitable learning challenges
 - respond to students' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of students.
- 3.2 The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.

- 3.3 All students are subject to the same whole school approach to behaviour management based on clearly communicated expectations and the application of rewards and sanctions as appropriate. This approach is applied flexibly and sensitively to the individual circumstances of all students.
- 3.4 All students are actively encouraged to take part in the school's programme of extra-curricular activities.
- 3.5 The Westminster School is a purpose built building and fully accessible for wheelchair users through the use of an accessible lift.
- 3.6 In order to ensure that all pupils are treated equally, we regularly review our Accessibility Plan, curriculum, resources and CPD programme for all staff in order to meet the needs of all pupils. Our Accessibility Plan is available on the School website or on request a paper copy can be sent out in the post.

4. Implementation and Monitoring

- 4.1 The Assistant Head/SENCo/Assistant SENCo is responsible for the oversight of links with external agencies.
- 4.2 The SENCo/Assistant SENCo is responsible for maintaining effective links with specialist providers such as Inclusion Support. Such providers are an important source of advice in working with students and students may be referred to them for more specialist support.
- 4.3 We want all parents and carers to be active partners in their children's education. Pastoral and Learning Support staff are responsible for making sure that parents and carers of students are fully informed of all issues relating to provision and the progress students make as a result. In particular:
 - Parents and carers are sent copies of all IEPs and offered the opportunity to discuss the provision made
 - Parents and carers are actively encouraged to attend the parents' evenings to monitor their children's progress and review the IEP as appropriate
 - Parents and carers of students with Education, Health and Care plans are always invited to take part in the annual review of the plan through invitations to the support and outcome planning meeting.
 - Parents are given information about the support which is available from the parent partnership service
 - Parents are invited to raise any concerns they have over any aspect of SEN provision with the SENCo, or if these informal discussions do not resolve the issue, to make a formal complaint using the school complaints protocols.
 - Parents are included in supporting their child when transferring between phases of education, preparing for adulthood and independent living.
- 4.4 The SENCo/Assistant SENCo is responsible for ensuring that a review of each child's Statement or Education, Health and Care plan takes place on an annual basis and that appropriate agencies are involved in this review. There is a requirement to transfer to EHCP before Post 16 provision. At The Westminster School we conduct transfers in the year before transition to another provision.

- 4.5 The SENCo/Assistant SENCo is responsible for the line management of all support staff. As part of the regular performance management arrangements for these staff, their training needs will be identified and included in the school CPD programme.
- 4.6 The SENCo/Assistant SENCo is responsible for ensuring that there is effective liaison between the learning support team and subject teams. One outcome of this liaison is the identification of any training which subject staff require. This information is passed to the school Continuous Professional Development co-ordinator in order to enable them to provide effectively differentiated courses to meet the range of student needs.
- 4.7 The SENCo/Assistant SENCo is responsible for ensuring that Pastoral staff have details of student's additional needs and of the provision made for them and that they are equipped to play an active role in monitoring the provision made.
- 4.8 The SENCo/Assistant SENCo and Team Leader are responsible for the deployment of staffing and other resources in order to meet students' additional needs.
- 4.9 The Assistant Head (KS2/3) and the Assistant Head (KS4/5) are responsible for monitoring and responding to the behaviour of students. They are supported by a team of form tutors who monitor the day to day care of students at the school.
- 4.10 The Local Authority is responsible for the regular monitoring of arrangements for those with Education, Health and Care Plans.
- 4.11 The Head Teacher is responsible for making annual reports to the governing body to enable them to assess the effectiveness of the report. The information to be included in these reports will be agreed between the Head Teacher and the governor with responsibility for SEN.
- 4.12 The governor with responsibility for SEN has a specific role in interpreting these reports to the governing body and identifying any issues which require further discussion or action. Such discussion will normally take place at the Curriculum and Standards Committee of which the governor with responsibility for SEN will always be a member.
- 4.13 The governing board is responsible for reporting to parents and carers about the effectiveness of the SEN information report, any changes to the report and the allocation of resources to and among students with SEN.

5. Supporting pupils at school with medical conditions

- 5.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 5.2 Some may also have special educational needs and may have a statement, or Education, Health and Care plan which brings together health and social care needs.

- 5.3 Staff responsible for administering medication have completed additional training specific to this role.

6. Activities outside the school classroom

- 6.1 Students will have the opportunity to participate in activities outside of the classroom. These activities will vary depending on curriculum programmes and age. Activities could include swimming, Forest Schools, college placement and work experience placement. After school and lunchtime clubs will also be offered. Participation in these clubs will be subject to staffing levels and may be run on a rota basis.
- 6.2 Parents will be notified of activities available for their child and will need to give permission for activities outside of the school premises to take place.

7. Specialist services accessed by the school

- 7.1 The school accesses a range of specialist services to support students' needs. Such services include, but are not exclusive to;
- Educational Psychologist
 - Speech and Language therapy
 - Occupational therapy
 - Physiotherapy
 - Visual impaired/Hearing impaired teachers
 - Complex Communication and Autism Team
 - Connexions
 - Therapeutic services (Dramatherapy, Murray Hall trust)

8. Training and continual professional development

- 8.1 All staff participate in weekly training and development sessions and INSET days in order to enable them to support children with special educational needs. They also attend external Professional Development courses and conferences, workshops and research opportunities as appropriate to need.
- 8.2 External training providers are used regularly to train staff in specialist areas such as Autism, Positive Behaviour Support and Communication.

9. Complaints procedure

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's Special Educational Needs are being met. The school has a clear complaints procedure which is outlined below:

Step A: The parent/guardian asks to meet with the SENCO/Assistant SENCo to discuss their concerns

Step B: If they are still not satisfied with the response they have received contact should be made with the Head Teacher. The Head Teacher will either meet with the complainants or arrange a meeting with another member of the Leadership Team.

If there is still dissatisfaction the complainant should utilise the school complaints policy at an appropriate level.

10. Useful links

Advice and guidance from other agencies can be accessed from:

- Sandwell SEND Information, Advice and Support Services (SEND IASS)
- SENDIASSEnquiries@actionforchildren.org.uk
- Sandwell Parent Partnership - www.sandwellparentpartnership.co.uk
- Independent Travel Training - www.sandwell.gov.uk
- Autism West Midlands - www.autismwestmidlands.org.uk
- Changing our lives - www.changingourlives.org

In addition, Sandwell has published their local offer which can be accessed at www.sandwell.gov.uk/send . The local offer for The Westminster School can be accessed via our website at [www.thewestminsterschool.co.uk/local offer](http://www.thewestminsterschool.co.uk/localoffer).