



**Federation of
Westminster
Special Schools**
Training & Outreach

Special Educational Needs and Disabilities Policy

Ratified by the Full Governing Board: 20th June 2016

Reviewed by the PPP Committee: May 2019

1. Introduction

The Federation of Westminster Special Schools is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equality of access to a broad and balanced curriculum which:
 - meets statutory requirements and works within the framework of the SEND Code of Practice (DfE 2015) and the Local Authority (LA) Strategy and policies;
 - reflects the cultural diversity of society;
 - meets the needs of all pupils;
 - develops skills for independence and a pathway for an active role in society;
 - maintains close contact with the home, making parents welcome in the school and enabling them to play a full part in the education of their child.

2. Aims of the SEND Policy

The Federation will aim to ensure that:

- practice reflects our school mission statement; of our high expectations of all pupils to do the best they can with the best possible support;
- pupils receive the provision set out in their Education Health and Care Plan
- the changing needs of pupils are recognised and responded to so that pupils can further develop their potential as individuals.

3. Objectives

The aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEND pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made;
- including parents as far as possible in supporting their child's learning and development;
- working in partnership with all professionals and community partners to provide a holistic approach to meeting the needs of all pupils.

4. Review of the Education Health and Care Plans

A date is set at the beginning of the school year for the pupil's review to be held. The LA is informed of this review schedule with an expectation that the relevant EHC Assessment and Review Coordinator will attend all review meetings where they are likely to be complex, transitional or require LA representation. The reviews are held as follows:

Informing Parents and other Professionals

At least two weeks before the set date for the review, a letter or email is sent out to invite parents and any professionals involved with the pupil to the meeting. Person centred plans are created by the teachers and are shared as part of the review process. Follow up phone calls or emails are made where appropriate.

Gathering Information

The review meeting will cover aspects such as the pupil's likes/dislikes, independence skills, their behaviour and preferred method of communication.

The following information is collated for the review:

- the latest individual educational plan and other documents detailing school based intervention support and pupil progress;
- recent assessment summary;
- record of attendance;
- medical reports where relevant;
- therapy assessments or reports when relevant;
- social services report if relevant;
- EP report if required;
- school based intervention reports where relevant;
- any other relevant reports or information.

Attendance at the Review

Parents, carers and all professionals who are currently involved with the pupil receive an invitation to attend the review, including the family's EHC Assessment and Review Coordinator attached to the relevant local authority. If professionals cannot attend they will be asked to submit a written report in advance of the review, where appropriate

LA EHC Assessment and Review Coordinators from the Bi-borough's SEN Casework and Commissioning Team will attend all reviews of pupils where appropriate. If the parents cannot attend the review on the date or time offered every attempt will be made to agree a mutually convenient time and date. If parents are still unable to attend then issues that need to be raised will be discussed on the telephone. Every effort will be made to enable parents to attend the annual review.

Pupils will be invited to attend their own review wherever possible and opportunities will be provided to ensure they can communicate effectively wherever possible.

Co-ordination of the Reviews

The LA EHC Assessment and Review Coordinator, the pupil's teacher or a senior member of staff with direct oversight for the child will chair the meeting and ensure all attendees have opportunities to share their thoughts and opinions. Notes will be taken of the review including the views of the pupil wherever possible.

At the beginning of each Key Stage, outcomes for that Key Stage will be agreed and entered into the annual review form, along with a set of steps for the coming year that will support the pupil's progress towards achieving these outcomes.

At the end of a review the relevant forms will be completed and sent to the LA EHC Assessment and Review Coordinator who will process the paperwork. A proposed amended draft plan will then be sent to parents and the school for approval before issuing an amended final plan to parents and all other professional working with the young person.

When the decision is made to amend the EHCP, or when a funding application is made by the family, the EHC Assessment and Review Coordinator will be responsible for making any

changes before notifying the school. When changes are made to the EHC plan, the LA will inform the school in writing and the amended paperwork then follows. The amended paperwork is then placed in the pupil file.

Partnership with Outside Agencies

The co-ordination of the work involving other agencies takes place through the family's EHC Assessment and Review Coordinator who has oversight of the team working with the child and their family. All notes and discussions are recorded and placed on file

5. Identification and Assessment of Pupils' Needs

The EHC Assessment and Review Coordinator will liaise with the family and other agencies to facilitate this input. In school, weekly staff meetings review 'pupil concerns'

Pupils who are identified as needing more specialist intervention/provision e.g. CAMHS, counselling etc. will be referred to the relevant agency by the school following discussions and agreement with the family. The school will inform the EHC Assessment and Review Coordinator.

The Westminster Special Schools meet a wide range of needs including PMLD, ASD, severe learning difficulties and complex needs. All staff across the Federation have all received specialist training in working with the pupils in their class. The Federation also comprises a strong Training and Outreach service and all members of the team have Masters Qualifications in their specialist areas. These staff members are also available to support staff and pupils in ensuring access to the wide ranging, and carefully adapted curriculum relevant to each of our pupils.

6. Speech and Language Therapy

All pupils in our schools have been identified as requiring speech and language therapy. The Speech and Language Therapy team provide support as outlined in each pupil's EHCP. This typically involves:

- Working closely with the class staff and school senior leadership team to create an optimum communication environment.
- Assessment of the pupil's language and communication skills.
- Where indicated, an assessment of eating, drinking and swallowing skills and provision of mealtime guidelines and skills development programmes.
- Setting targets linked to outcomes.
- Direct working with children in a whole class and/or small group and/or 1:1 setting (depending on the child's individual needs) in collaboration with teaching staff. This enables the therapist to model strategies and activities which can then be repeated and embedded by school staff across the week.
- Liaising with teaching and support staff regarding the pupil's needs and progress.
- Liaising and working in collaboration with relevant professionals (especially occupational therapists and physiotherapists).
- Provision of training to communication partners in relevant strategies and approaches.
- Attendance at or provision of written information for relevant school-based meetings, e.g. annual review meetings.

7. Additional Therapeutic Provision

Pupils across the Federation also have access to physiotherapy and occupational therapy which is delivered on the same basis as speech and language therapy. The Occupational Therapy (OT) service provides a range of OT provision across both schools, dependent on what is detailed on the individual pupil's EHCP. This service includes:

- A universal level of OT provision across both schools, through staff training and observing lessons to advise teachers and support staff on the implementation of relevant strategies.
- Individual or group-based OT sessions, in line with the individual pupil's EHCP.

A physiotherapy service is also provided in line with the provision detailed in the individual pupil's EHCP. An initial Intervention Checklist is completed to determine the pupil's pathway group. The service will deliver an agreed programme, which will include the following:

- physiotherapy assessment;
- design of a physiotherapy programme;
- work with the class team to implement programmes and to ensure that the class staff are competent in delivery of the programme;
- review of the management and delivery of the programme;
- direct intervention by the paediatric physiotherapist, as indicated by the pupil's assessed need;
- annual review of the pupil pathway or sooner, if different needs are identified by the class team, parents or physiotherapist.

There is also a limited amount of music therapy provision available for students identified through specialist assessments.

The Federation of Westminster Special Schools is committed to supporting the holistic development and as well as the social, emotional and mental health and well-being of the pupils. The schools work closely with Educational Psychology, Child and Adult Mental Health Services (CAMHS) and specialist counselling and therapy services to advise on and support children and young people on a personal basis should they require it. Where appropriate, the schools will commission additional specialist therapeutic services. The referral process for this support is through the Federation Senior Leadership Team following extensive discussions with staff, parents, and where relevant, specialists. Specialists provide feedback to the EHC Assessment and Review Coordinator and reports for reviews.

8. SEN Pedagogy and Support Strategies

The Federation of Westminster Special Schools is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receive regular professional development opportunities through individual, department, and whole staff training. All staff receive safeguarding and behaviour management training on a regular basis, and where relevant specialist training in areas relevant to the pupil's needs with whom they are working. This may include manual handling, managing medical needs, hydrotherapy etc.

9. Mainstream Partnerships

The Federation is committed to working with mainstream schools across Westminster. On occasion, this may include inclusion in a mainstream lesson where a pupil has shown a

particular ability or talent in a specific subject area or to facilitate a transition back into mainstream provision. Occasionally, pupils may also transition to a higher functioning special school to ensure they can develop their skills and potential within a similar, safe environment. The decision to pursue mainstream options will always be taken with the pupil's family and following discussion with any other relevant professionals.

10. College

There are 6th forms in both schools to which most of our pupils progress. For some pupils it is appropriate for them to begin to make the transition to college and these pupils may be offered the opportunity to attend the Kennet West Skills Centre, a Federation partnership with Westminster Kingsway College, providing a choice of vocational courses to our students aged between 16 and 19, delivered within the safety of the Federation's environment adjacent to the QEII school site.

Occasionally it is appropriate for some students to attend a college on a part time basis from year 10. This can support the development and maturity of the young person in question. However, most pupils in our special schools move to college provision following year 11.

Some pupils will transition to a mainstream college at the end of year 11 and on to a pathway where they will have opportunities to select a course and college of their choice.

11. The Transition Process

Pathways for pupils will change as pupils make progress, grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the young person at the time. Decisions are made through consultation in school, with teachers, specialists and parents and at the annual review.

Any transition, whether it is to college, work or to another school, is recognized as being a challenging time for our students and their families. The staff will help families in making the right choices, and support these by providing preparation appropriate to each student, and including elements such as travel training, work experience and community skills within the student's timetable. Other professionals from the chosen institution will be encouraged to work in partnership with the school to ensure an appropriate programme of transition is developed.