



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

Special Educational Needs and Disabilities Policy / SEND Information Report

Ratified by the Full Governing Board: 20th June 2016

Reviewed by the PPP Committee: May 2019

Reviewed by PPP Committee: Feb 2021

Ratified by the Full Governing Board: March 2021

Next review: March 2022

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs and Disability Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEND information report

Schedule 2 regulation 53 – Information to be published by a local authority in its Local Offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following Federation policies:

Behaviour Policy, Safeguarding and Child Protection Policy and Complaints Policy

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15).

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16)

Federation of Westminster Special Schools

The Federation of Westminster Special Schools caters for a wide range of special educational needs within two schools, Queen Elizabeth II Jubilee School and College Park School.

Queen Elizabeth II Jubilee School caters for 75 children and young people between the ages of 4 and 19 years who have severe, profound and multiple learning difficulties, where the majority of children and young people are not engaged in subject specific learning.

All children and young people are operating below age related expectations in all aspects of their education. There is a very small minority who function at a higher level within certain areas of learning.

All children and young people attending QEII Jubilee School have a current Education, Health and Care Plan

College Park School caters for 105 children and young people between the ages of 4 and 19 years who have autism and complex learning needs within the moderate to severe range.

All children and young people attending College Park School have a current Education, Health and Care Plan

All pupils are referred to the school or from other local authorities with specific agreement from Westminster or RBKC.

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.

1. 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 they can further develop their potential as individuals.

2. 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.

3. Review of the Education Health and Care Plans^[1-3]_{SEP}

All Education, Health and Care Plans (EHCP) are reviewed annually. A date is set at the beginning of the school year for the pupil's review to be held. The Local Authority area in which the pupil lives is informed of this review schedule with an expectation that an appropriate representative will attend all review meetings where they are likely to be complex, transitional or require LA action. In Westminster these people are known as Assessment & Review Co-ordinators although their title might be different in other Local Authorities. 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.

Gathering Information^[1-3]_{SEP}

The review meeting will cover aspects such as the pupil's likes/dislikes wishes/aspirations, 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;
- Educational Psychology 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 (or equivalent) 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

EHC Assessment and Review Coordinators from the Bi-borough's (Westminster and

Kensington & Chelsea) 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 and digital means may be used such as Teams calls

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

Co-ordination of the Reviews

The LA EHC Assessment and Review Coordinator (or equivalent), the pupil's teacher or a senior member of staff with direct oversight for the pupil 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 EHCP will then be sent to parents and the school for approval before issuing an amended final EHCP to parents and all other professional working with the young person.

When the decision to amend the EHCP, or when a funding application is made by the family which could be for additional support, the EHC Assessment and Review Coordinator will be responsible for 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 and the school ensures changes are acted upon.

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

4. 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 Inclusion 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.

5. 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.

6. 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 music therapy provision available for pupils where this is identified as required 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.

7. 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.

8. 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 an alternative special school provision where the schools designation better meets the pupil's needs. The decision to pursue mainstream options will always be taken with the pupil's family and following discussion with any other relevant professionals.

9. 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 in year after year 14

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.

10. 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.

FWSS Equality Statement

The FWSS is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Federation are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Federation strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with our schools and Bi-Borough Inclusion Service

Our aims for 2020- 2021 are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The 2021 – 2024 aims are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.