



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

Special Educational Needs and Disabilities Policy / SEND Information Report

**Ratified by Full Governing Board: February 2026
Due for review: February 2027**

This policy should be read in conjunction with the following Federation policies: Behaviour Policy, Child Protection & Safeguarding Policy and Complaints Policy

1. Definitions

Definition of SEND

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

A child or young person has a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of others of the same age;
or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in ordinarily available provision.

Definition of Disability

Many CYP who have SEND 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 CYP 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)

2. Role of 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. It also offers support for Bi Borough mainstream schools through the work of the Bi Borough Inclusion Service.

2.1 Queen Elizabeth II Jubilee School caters up to 90 CYP between the ages of 4 and 19 years who have severe or profound and multiple learning difficulties (PMLD), where the majority of CYP engaged in a personalised non-subject specific curriculum with access to subject specific teaching where appropriate to their personalised plan.

All CYP are learning below age related expectations in all aspects of their education. There is a very small minority who learn at a higher level within certain areas of learning.

All CYP attending QEII Jubilee School have a current Education, Health and Care Plan or are undergoing and EHC Needs Assessment (as agreed with their Local Authority).

2.2 College Park School caters for 172 CYP over four sites. The CYP are aged between 4 and 19 years and have autism and complex learning difficulties within the severe range.

College Park has been on four sites since September 2024.:

- 1) Garway Road, Bayswater (Year 2 to Post 16) (Main Site)
- 2) Inverness Terrace, Hallfield Primary School (EYFS and reception)
- 3) College Park Pimlico, Bessborough Place, Pimlico, SW1V 3SE (primary)
- 4) College Park St Johns Wood, Marlborough Hill, St Johns Wood, NW8 ONH (from Year 7)

All CYP attending College Park School have a current Education, Health and Care Plan with a diagnosis of autism.

All CYP 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.

Most children who attend our schools live in Westminster or the Royal Borough of Kensington & Chelsea. The CYP's home Local Authority will apply for a place on behalf of their resident and will also consult Westminster City Council who maintain our schools. We will work closely with Westminster in reaching a decision

The Federation of Westminster Special Schools is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable CYP to realise their potential as individuals in society;
- providing equality of access to a broad, balanced and personalised 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 CYP
 - develops skills for independence and supported independence and a pathway for an active role in society;
 - maintains close contact with the home, making parents/carers welcome in school and enabling them to play a full part in the education of their CYP.

3. Aims and Objectives of the Federation's SEND Policy

The Federation will aim to ensure that:

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

The aims will be achieved through the following objectives:

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

4. Education Health and Care Plans

All CYP at the Federation have Education, Health and Care Plans (EHCP). This is a legal document which sets out the CYP's special educational needs, the support they need, and what they would like to achieve. These are reviewed annually. A date is usually set at the beginning of the school year for the CYP's review to be held. The Local Authority area in which the CYP lives informed of this review schedule with the option available for an appropriate representative to attend all review meetings where they are likely to be complex, transitional or require action from the local authority. In Westminster these people are known as Assessment & Review Co-ordinators/Case Workers although their title might be different in other Local Authorities. The reviews are held as follows:

4.1 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 CYP to the meeting.

4.2 Gathering Information

The review meeting will cover aspects such as the CYP'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 CYP 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.

4.3 Attendance at the Review

Parents/carers and all professionals who are currently involved with the CYP receive an invitation to attend the review, including the appropriate Local Authority SEN Department. 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-boroughs (Westminster and Kensington & Chelsea) SEND Casework and Commissioning Team will be invited attend reviews of CYP 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. However, if a parent/carer fails to attend more than three times the review will commence without them.

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

4.4 Co-ordination of the Reviews

The CYP's teacher or a senior member of staff or the EHCP Co-ordinator 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 CYP wherever possible.

At the beginning of each Key Stage, outcomes for that Key Stage will be agreed and entered on to the annual review form, along with a set of steps for the coming year that will support the CYP's progress towards achieving these outcomes. Other timescales may be appropriate for some CYP.

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. If appropriate a proposed amended draft EHCP will then be sent to parents and the school from the LA before issuing an amended final EHCP to parents and all other professional working with the young person. The school will work with parents to consider all amendments if required.

When the decision is made at the review to amend the EHCP, or when a request for a change in provision is made by the family which could be for additional support, the EHC Assessment and Review Coordinator will be responsible for updating the EHCP for submission to the LA to review the request 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 CYP file and the school ensures changes are acted upon.

4.5 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. They will work closely with the school. All notes and discussions are recorded and placed on file

5. Identification and Assessment of CYP' Needs

The EHC Assessment and Review Coordinator will liaise with the family and other agencies to facilitate this input. In school, regular staff meetings review 'CYP and their progress and any concerns.

CYP 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 Federation of Westminster Special Schools meet a wide range of needs including PMLD, ASD, severe learning difficulties and complex needs, in the relevant school setting. All staff across the Federation have continuous professional development including specialist training in working with the CYP in their class.

All staff receive safeguarding and emotional regulation training on a regular basis, and where relevant specialist training in areas relevant to the CYP's needs with whom they are working. This may include manual handling, managing medical needs, hydrotherapy etc.

6. Bi-Borough Inclusion Service

-The Federation of Westminster Special Schools provides strategic direction to the Bi-borough Inclusion Service.

The Bi-borough Inclusion Service offers specialist support for local mainstream schools and settings and to families:

- Support for students with a range of SEND
- Support for schools and settings
- Support for parents/ carers and siblings of SEND children/young people
- SENCO support and coaching
- SEND training and consultancy (focusing on supporting schools and settings in the long-term implementation of strategies and whole school approaches).

The service facilitates a range of evidence-based SEND whole school approaches e.g., SCERTS, Protective Behaviours, Universal Design for Learning.

Schools and Early Years settings have regular opportunities for sharing good practice through SENCO Forums.

7. Speech and Language Therapy

CYP in our schools have been identified as requiring speech and language therapy. The Speech and Language Therapy team provide support as outlined in each CYP'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 CYP'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 if specified in the EHCP. 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 CYP'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.

8. Additional Therapeutic Provision

8.1 Many CYP 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 CYP'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 CYP's EHCP.

8.2 A Physiotherapy service is also provided in line with the provision detailed in the individual CYP's EHCP. An initial Intervention checklist is completed to determine the CYP'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 CYP's assessed need;
- annual review of the CYP pathway or sooner, if different needs are identified by the class team, parents/carers or physiotherapist.

8.3 There is also Music Therapy provision available for CYP where this is identified as required through school assessments.

8.4 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 CYP. 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 CYP on a personal basis should they require it.

9. Partnership working

The Federation is committed to working with mainstream schools across Westminster. On occasion, this may include inclusion in a mainstream lesson where a CYP has shown a particular ability or talent in a specific subject area or to facilitate a transition back into mainstream provision. Occasionally, CYP may also transition to an alternative special school provision where that school's designation better meets the

CYP's needs. The decision to pursue mainstream or alternative special school options will always be taken with the CYP's family and following discussion with any other relevant professionals.

10. Post 16 Provision

There are sixth forms in both schools to which most of our CYP progress. For some CYP it is appropriate for them to begin to make the transition from school to college at 16. These CYP may be offered the opportunity to visit local colleges that are appropriate for their needs. We work closely with parents to ensure the right placement into college.

The Federation has a partnership with the Kennet West Skills Centre, which is run by Westminster Kingsway College, providing a choice of vocational courses to young people between 19 and 25, 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.

Some CYP will transition to a mainstream or specialist 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. Transition

Pathways for CYP will change as they 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 a General or Specialist further education college, work or transfer to another school, is recognised as being a challenging time for our CYP and their families. The staff will help families in making the right choices, and support these by providing preparation appropriate to each CYP, 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.

12. Federation Special School's SEND Offer

Both College Park and Queen Elizabeth II Schools have their own SEND information report. These are both appendices following this report.