

# Special Educational Needs Policy

To be read in conjunction with SENDA and Access Arrangement Policy.



<b>Policy Title:</b> SEN Policy	<b>Effective Date:</b> February 2025
<b>Staff Member Responsible:</b> Ms Polly Reuter – Head of SEN	<b>Review Date:</b> February 2026

## INTRODUCTION

### ETHOS AND AIMS:

Westonbirt Schools aim to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove any barriers to entry to our school for pupils with special educational needs and/or disabilities. We strive to be fully inclusive and welcoming.

In accordance with Schedule 10 of the Equality Act 2010, Westonbirt School is required to have a 3-year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act defines disability as follows: 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014.

The Learning Support Department ensures that the underpinning principles of the Code of Practice are adhered to through focus upon:

- The views, wishes and feelings of the child, and the child's parent/guardians
- The need to support the child to facilitate the development of the child and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### CONTEXT:

Special Educational Needs Policy and Disability Plan (SENDA)

Lead: Headteacher  
Issued: February 2025

Date of next review: February 2026

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As from September 2024, Westonbirt Senior School has 7 pupils with Education, Health and Care Plans (EHCPs) in place. There are 140+ pupils across the senior school with SPLDs on the Learning Support register and approximately 60 pupils who receive direct weekly intervention. At present there are approximately 175 pupils who have been identified as requiring access arrangements.

Pupils with direct intervention in place have Individual Education Plans (IEPs) as do some pupils with past interventions, a diagnosis and access arrangements. IEPs are constantly reviewed to ensure they include the most relevant qualitative and quantitative information. Their contents focus is upon practical strategies to employ and assessment data to refer to so that classroom teachers can deliver the curriculum effectively. Teachers are also informed of all pupils with access arrangements in place and are routinely requested to contribute relevant data to ensure evidence is updated and relevant. Screening data and most recent assessments impacting changes in access arrangements are shared separately and information is disseminated each term by the Exam's Officer and Access Arrangements' Teacher.

All information regarding IEPs and Access Arrangements are available on the daily bulletin.

We have 65 pupils with medical disabilities of varying severity (including asthma, mild allergies, epilepsy, diabetes, VI, HI, congenital heart disease, Quadriplegia (Chorea -Athetoid), Acquired Brain Injury and Cerebral Palsy). At present two students require a wheelchair and a full time TA. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips) when reasonable adjustments can be made.

The SENDA plan falls within the Wishford Schools commitment to accessibility and works with the management team as part of the following commitment framework:

- Review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- Make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future. This includes educational and staffing needs as well as physical changes of the school environment.
- Work with the Operation's Director to prepare the school's disability inclusion, SEND and learning support policy.
- Work with the Operation's Director to prepare the school's accessibility plan.
- Review such plans and policies as necessary and at least on an annual basis.
- To ensure the plan is reviewed annually by a member of the Wishford board.

The full SENDA plan is available on request.

## ACCESS TO THE CURRICULUM:

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We are a non-selective senior school which prepares pupils for GCSE, A levels, BTECs and further education. Pupils receiving help from the Learning Support staff are still candidates for full examination, university application and vocational training offered by the school. In a few cases, pupils with severe and specific learning difficulties can be catered for on the understanding that it may be appropriate for school (in conversation with parents) to discuss providing a reduced timetable or a more vocational based curriculum. On rare occasions parents may be advised that pupil provision would be best at an alternative secondary school.

We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This includes those pupils with EHCPs and those for whom English is an additional language.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with INSET designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials and we work closely as part of the EDI working party on action plans to be proactive in ensuring inclusion.

## PHYSICAL ENVIRONMENT:

Westonbirt School is a grade 1 listed building and therefore we have to work within the strict constraint of planning for any physical adjustments to the site in relation to accessibility.

We do, however, make every attempt we can to make reasonable adjustments for disabled access; this includes both those adjustments which are financially and structurally possible and those adjustments which are of a temporary nature. For example, we will provide auxiliary aids as and when required. The Learning Support Department will work with Westonbirt Estates regarding the provision of reasonable adjustments and together we will consult with outside agencies (eg county councils /parents) in adapting the site for individual pupils' needs. With regard to future developments, we also seek to ensure that new facilities include disabled access as an integral part of the new building projects across the site. All new buildings are to be fully accessible. (Please see Physical Accessibility Plan).

## IDENTIFICATION ,ASSESSMENT and PROVISION:

To ensure excellent school provision:

Special Educational Needs Policy and Disability Plan (SENDA)

Lead: Headteacher  
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- The process of identification and assessment normally starts with liaison with parents and feeder schools before a pupil enters Westonbirt. Parents and pupils are invited to visit the school to discuss Learning Support requirements of the pupil. Communication with other schools and individual assessments are then carried out as appropriate and recommendations discussed. Parents and Schools are requested to complete a LS questionnaire as part of the transition period for all Y7 intake and LS work closely with HOY in collation of information.
- Whole year group screening in years 7, 10 and 12, to identify any pupils that may need support or access arrangements for examinations is carried out in the Autumn Term. At this point in the term new pupils in other year groups will also be required to undergo the screening. Assessment is broad and covers reading comprehension, writing rate, visual processing speed and spelling.
- Pupils identified in screening with scores of below SS 85 will be highlighted to be monitored through tutors and subject departments. They are flagged as being 'monitored' on records with a request that teachers complete a 'Teacher Concern' form. If this happens then they will have further assessments and recommendations made for interventions or AAs.
- The effectiveness of any assessment and intervention should be influenced by the involvement and interest of all parties concerned; the staff, the parents and pupils. A graduated approach to support is based upon the Code of Practice.
- Pupils are monitored via Round Robins sent to staff as and when necessary.
- Individual lessons are recorded which includes assessment for action.
- Literacy and Numeracy groups follow the schemes of work for Functional Skills.
- Pupil's progress is discussed and monitored in light of whole school testing and tracking and reports are written by LS teachers as part of the normal school report cycle. Reports are full written reports.
- Assessment results are shared with HODS and data used as part of the school's tracking. LS teaching staff have access to baseline tracking and monitor individual progress using this information.

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## Access Arrangements:

- Evidence for access arrangements for external examinations begins with whole school screening in Y7, Y10 and Y12.
- Throughout the year evidence is gathered to create a 'History of Need' for a pupil to ensure that the appropriate reasonable adjustment is in place for a pupil as a 'normal way of working' and that the correct access arrangement is applied strictly in line with JCQ requirements. The majority of assessments are completed by our Access Arrangements coordinator and the application is made by them and the Examinations Officer so that they are in place for external examinations.
- Pupils and teachers are informed of AAs and with the support of the LS department ensure that these adjustments are in place for internal exams and the majority of in class assessments.
- Pupils who are on the Access Arrangement Register who have access arrangements or have had them previously and remain on the list as 'monitor' will be monitored primarily through class teachers and teacher evidence forms/ assessment tracking/Round Robins. Further assessment may then be required.
- In preparation for external examinations parents of pupils who meet the criteria for access arrangements will be informed formally by the Access Arrangement Coordinator of the arrangements applied for and awarded once these are confirmed with JCQ. Please see Access Arrangements Policy for more detail.

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