West Lodge School

A co-educational prep school for 3-11 year olds

Special Educational Needs & Disability Policy

Policy Reviewed: Summer Term 2025

To be Reviewed: Summer Term 2027

Signed: Mrs D Knights

Dated: May 2025

This policy applies to all aspects of school life including the Early Years Foundation Stage (EYFS) and before and after school activities.

West Lodge SEND vision

West Lodge is a non-selective school which provides equal access to a broad and balanced curriculum, ensuring opportunities for everyone to achieve and succeed to their full potential. All children learn at a different rate and in different ways, and at West Lodge they will be taught using a full range of learning styles in order for them to develop intellectually, emotionally, socially, artistically, physically and spiritually. We equip children to become independent learners who have a positive self-image and progress through purposeful learning experiences.

West Lodge has developed a vision of inclusion based upon the desire to create a socially inclusive community within school. No child will be discriminated against because of disability or learning difficulty. To this end the school makes reasonable adjustments which ensure access for children with special educational needs and disabilities to all aspects of school life. We create an environment where there is a place for everyone and there is a feeling that everyone belongs.

Aims

This policy sets out how we will identify need, implement support, make necessary adjustments and monitor progress to maximise inclusion and progress for children with SEND. It should be noted that we do not have the facilities to offer highly specialised and intensive treatment.

The school will have regard to the SEN and Disability Code of Practice. 0-25 years (SEND Code 2015) and the Equality Act 2010. The Code of Practice sets out the objectives for SEND provision. They are to:-

- Ensure the earliest possible identification of SEND and any additional needs;
- Regularly monitor and review each child's progress, the support they receive and take appropriate action using the SEND Code of Practice 2015 model of Assess, Plan, Do, Review;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum;
- Work in partnership with pupils and parents to achieve the best possible outcomes. This will include ensuring that pupils' voices and opinions are sought throughout the process so that support provided is effective and appropriate to meet their needs;
- Ensure that all pupils with SEND are fully supported through transition from one phase of education to another.

- Adopt a multi-agency approach to meet the needs of pupils whose barriers to learning cannot be addressed by the school alone.

Definitions of SEND:
All children have individual needs. Some children will be identified as needing additional support at some time during their school lives.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

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 has a learning difficulty or disability if they:

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

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language which they shall be taught. See EAL policy.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

There are four main areas of SEND **:**

- **Communication and Interaction**
- **Cognition and Learning**
- **Social Mental and Emotional Health**
- **Sensory and/or physical development**

Roles and responsibilities

West Lodge has appointed a Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Mrs Debra Knights
The school have a governor with SEND responsibility – Mrs Chris Head-Rapson

Provision for children with special educational needs is a matter for the whole school. The governing body, Head Teacher, SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The Governing Body

The Governing Body will:

- Seek to secure the necessary provision for any pupil identified as having special educational needs.
- Review the Policy and Working Practice Guidelines.

The Head Teacher

- The Head Teacher is responsible for the management of all aspects of the school's work, including provision for children with special educational needs/ learning difficulties and disabilities.

The SENDCo

The key responsibilities of the SEND Co-ordinator are:

- To oversee the day-to-day operation of the school's SEND policy
- To support early identification of SEND
- To plan strategically for the needs of children identified as having SEND
- To coordinate provision for children identified with SEND.
- To liaise with and advise fellow teachers
- To liaise with and advise teaching assistants
- To manage learning support assistants
- To monitor provision and impact of planned interventions through provision mapping
- To monitor the progress of children with special educational needs and disabilities;
- To oversee the records of all children with special educational needs and disabilities
- To ensure that the wishes and opinions of the child are listened to and respected
- To liaising with parents of children with SEND
- To contribute to the in-service training of staff (both teaching and non-teaching)
- To liaise with external agencies
- To liaise with other schools to ensure transition between Key Stages;
- To co-ordinate provision for children with other needs i.e.: More Able children, children with EAL or specific medical needs.

Curriculum Co-ordinators

- The curriculum co-ordinators are responsible for ensuring that curriculum policies reflect the needs of those with SEND.

Class Teachers

Class teachers will

- Use Quality First Teaching strategies and reasonable adjustments to support children with SEND in their class
- Support SEND children in class day-to-day

- Seek advice/support from the SENDCo
- Set and review targets on Individual Education Plans with the SENDCO
- Communicate regularly with SENDCo to ensure early identification and best support for children with SEND
- Use the Bexley SEND Toolkit and Early Identification of Needs referral to support QFT and SEND provision in class
- Communicate regularly with parents to ensure early identification and best support for children with SEND

Identification of SEND

Pupils may be identified as potential having SEND if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry, or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicate lack of expected levels of progress.

When the class teacher is sufficiently concerned about any aspect of a child's education, health, learning or behaviour, they discuss the child's progress and needs with the parents/guardians and the child. After this, the teacher will plan strategies that will be used to support the child and ensure access to a broad curriculum. The class teacher will also fill in an initial record of concern form and discuss it with the SENDCO who will keep it on file. The SENDCO will monitor and advise on additional support and review its impact with the class teacher and parents.

All children identified as having special needs will be recorded on the Special Needs Register, which is maintained by the SENDCO. The planning of strategies to support children are drawn up in discussion with the SENDCO. All children on the Special Needs Register are reviewed termly by the SENDCO and class teacher. Annual reviews are held for those children who have an EHC plan. Parents of pupils at SEND Support will be offered the opportunity to meet with the SENCO at least three times a year. Within these meetings, we ensure that pupil voice is heard and acted upon, and that the pupil's aspirations are taken into account when planning their support.

Action relating to SEND support will be modelled on the 2015 Code of Practice graduated approach – Assess, Plan, Do, Review:

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment,

use of data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and considered alongside the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan
Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Specialist support

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Speech and Language therapist
- Occupational Therapy
- Visual or Hearing Impairment team
- Educational Psychologist
- Community Paediatricians

- CAMHS (Child Adolescent Mental Health Services)

External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

Referral for an Education, Health and Care Plan

For a small number of children who have lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing needs, planning provision and identifying resources, is required.
The decision to make a referral for an Education, Health and Care Plan (EHCP) will be made in consultation with parents and with the advice of the school's SEN partners. The application for an Education, Health and Care Plans will take into account the views of the child, and will combine information from a variety of sources including:
• Parents
• Teachers
• SENDCO
• Social Care
• Health professionals

Information will be gathered relating to the current provision and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
Further information about EHC Plans can found via the SEND Local Offer: http://www.bexleylocaloffer.uk/
About the Bromley Local Offer – London Borough of Bromley
About the Local Offer | Royal Borough of Greenwich (royalgreenwich.gov.uk)

Those children with learning difficulties and/or disabilities, as well as those with an EHCP are identified and assessed as early as possible. Strengths as well as weaknesses are always identified.

Wherever possible, children with learning difficulties and/or disabilities, as well as those with an EHCP, are supported within the classroom setting. At times, there are also different strands of support and action which may be taken to meet children's needs within the teaching environment. For example, a pupil may be withdrawn for additional help at specified times on a one-to-one basis. At other times, a pupil may work with additional support in a small group.
At West Lodge School we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN. There may be occasions when parents ask for additional support for their child or school may

recommend support over and above reasonable adjustments at which time parents may be asked to considering funding the support.

Evaluating Success

In order to demonstrate the effectiveness of this policy the Governors and staff will keep the aims and principles of this policy under review. To enable them to do this the following questions will be addressed:

- Have all pupils, including those with learning difficulties and disabilities, had access to a broad and balanced curriculum, encompassing the National Curriculum?
- Have all SEND pupils been included in all school activities in accordance with our inclusion statement?
- How many SEND pupils are identified and has appropriate provision been made for them?
- Are all staff aware of the needs of those children with SEND?
- Have the needs of SEND pupils been considered in any alterations made to the school building or site?
- Have adequate arrangements been made to involve parents in the provision made for their child's learning difficulties and disabilities at each level?
- Do children with SEND feel involved in the provision and support they are receiving?
- Has effective use been made of external support services?

Questions will be answered through:

- Regular reviewing of the SEND register
- Monitoring of classroom practice
- Analysis of pupil's tracking data and test results
- Discussion with class teacher and TA
- Seeking the views of the child
- Parent/carer confidence- that their opinions are sought and that they are involved and valued in the provision made for their child
- School self-evaluation
- The school development plan and SEND action plan.

What should a parent do if they think their child may have special or additional educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This may then result in a referral to the school SENDCo.
- Parents may also contact the SENDCo or the Head Teacher directly if they feel this is more appropriate.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will children with SEND be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

Pupils with medical needs (Statutory duty under the Children and Families Act) See also First Aid Policy.

- Pupils with medical needs that affect daily access or require the administration of medical support will be recorded in a Health Care Alert Booklet. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the designated member of staff and parents and if appropriate, the pupil themselves.
- It is the parent's responsibility to keep the school informed about any changes to the pupil's condition or medication and to make sure that all medication kept in school is within date.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

Partnership with Parents

The school recognises and values the importance of working in partnership with parents and welcomes the valued support they can offer. Parents have a unique knowledge of their child and valuable information to share with the school which will contribute to the identification and assessment of the child's needs. We understand the concern parents may feel when their child's learning difficulties are first identified and seek to alleviate their anxieties by keeping them fully informed and involved at all times. Parents' input is sought when agreeing IEP targets and pupil passports and if applying for an EHCP. The SENDCo operates an open door policy and parents are able to discuss any concerns that they might have about their child whenever they arise.

Support services for parents of pupils with SEND include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via http://www.parentpartnership.org.uk/
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- Bexley VOICE and SNAP are parental run services which can advise and support families with children who have additional or special educational needs.
    - www.bexleyvoice.org.uk
    - www.bexleysnap.org.uk

Pupil Voice

The school will, wherever possible enable the children to play a full and active part in any plans that are drawn up on their behalf. The views of the child will be sought and, where practical, taken into account. Pupils have a right to participate and express an opinion in any matter affecting them. The class Teacher will share the contents of the child's Individual Education Plan with them separately and discuss the progress that has been made after each termly review.

Access arrangements for exam concessions

Where a pupil has a history of need, support and concessions to the normal way of working, assessment and application for access arrangements for public examinations will be made by the school. For Bexley Selection Tests, the Local Authority requires that the pupils SEN has been identified at least a year before the application and that concessions or adaptations similar to those being requested is the pupils normal way of working. An EP assessment or similar medical report will be required to support the request. Details about this application can be found on the Bexley website: Register for the secondary selection test | London Borough of Bexley

Complaint Procedure

All parental complaints regarding SEND provision for a pupil should proceed through the school's line management. The parent will first discuss their concerns with the class Teacher, then with the SENDCo and then with the Head Teacher. If a parent is still dissatisfied, complaints can be referred to the Chairman of Governors. When a child has an EHCP parents have the right to contact the LEA if they are not happy with the Governing Body's response. If parents wish to appeal against a final decision made by the LEA about EHCP they can put their case to the Special Educational Needs Tribunal. Details about this tribunal can be obtained from Bexley Education Department.