

Westfield Academy Special Educational Needs Information Report

Date written: January 2026

Date of next review: January 2027

Approved by: Governing Body / Trust Board

This SEND Information Report has been written in line with Section 69 of the Children and Families Act 2014 and the SEND Code of Practice (2015).

The SEND Code of Practice: A Unified Approach (0-25 Years)

A high-level overview of the statutory framework for supporting children and young people with special educational needs and disabilities (SEND) in England.

Principles of Integrated Support

- Unified 0-25 System**
Provides a consistent support framework from birth through to young adulthood.
- Joint Commissioning**
Local partners must plan and fund education, health, and care services collectively.
- The Graduated Approach**
A four-part cycle—Assess, Plan, Do, Review—to match support to evolving needs.

Strategic Tools for Outcomes

- The Local Offer**
A mandatory, accessible directory of all available local support and provision.
- Education, Health and Care (EHC) Plans**
Integrated statutory plans focusing on holistic outcomes rather than just educational input.
- Preparing for Adulthood**
Explicit strategic planning for employment and independence beginning no later than Year 9.

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Our SEN Information Report:

- sets out our operational procedures for identifying and managing Special Educational Needs at Westfield Academy
- explains our resources and staffing structures
- should be read in conjunction with Westfield Academy's [SEND policy](#)

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School telephone number: 01935 423747

School email: office@westfieldacademy.co.uk

Introduction

Our Vision and Values: Inclusion at the Heart of Westfield

At Westfield Academy, the development of our students academically, personally, and professionally is at the heart of everything we do. Our vision is 'To develop and inspire young people to thrive in a changing world through seeing the qualities in every child'. This means we view every student's SEND as a unique set of qualities to be understood, rather than a barrier to be managed.



Our core STRIVE values underpin this vision and are applied specifically to our SEND provision to ensure an inclusive community:

- **Scholarship:** We maintain the highest standards possible in supporting pupils to achieve. We believe that every student, regardless of their starting point, should be supported to fulfill their personal best and develop a lifelong love of learning.
- **Teamwork:** We invest in a common language between students, parents, staff, and our governing body. Inclusion is a collective responsibility, and we work as a cohesive team with families and external specialists to ensure support is seamless.
- **Resilience:** We encourage our students to become innovative and resilient learners. By providing the right scaffolds and adaptations, we equip students with SEND with the confidence to navigate a changing world and thrive in all stages of their lives.
- **Integrity:** We strive to ensure all students and adults act with responsibility, encouraging our school community to make positive choices. We are committed to a transparent "Assess, Plan, Do, Review" process that ensures we are always doing what is right for the child.
- **Versatility:** We recognise that students learn in different ways. We use a variety of learning styles and adapt our curriculum through high-quality teaching to ensure 21st-century competencies are accessible to everyone.
- **Empathy:** We respect and value others. Our inclusive community is built on mutual respect and tolerance, where staff model these values to ensure every student feels safe, understood, and a sense of personal pride in being part of Westfield.

By embedding these values into our daily school life, we ensure that students with SEND do not just "access" education but truly contribute positively to their wider community.

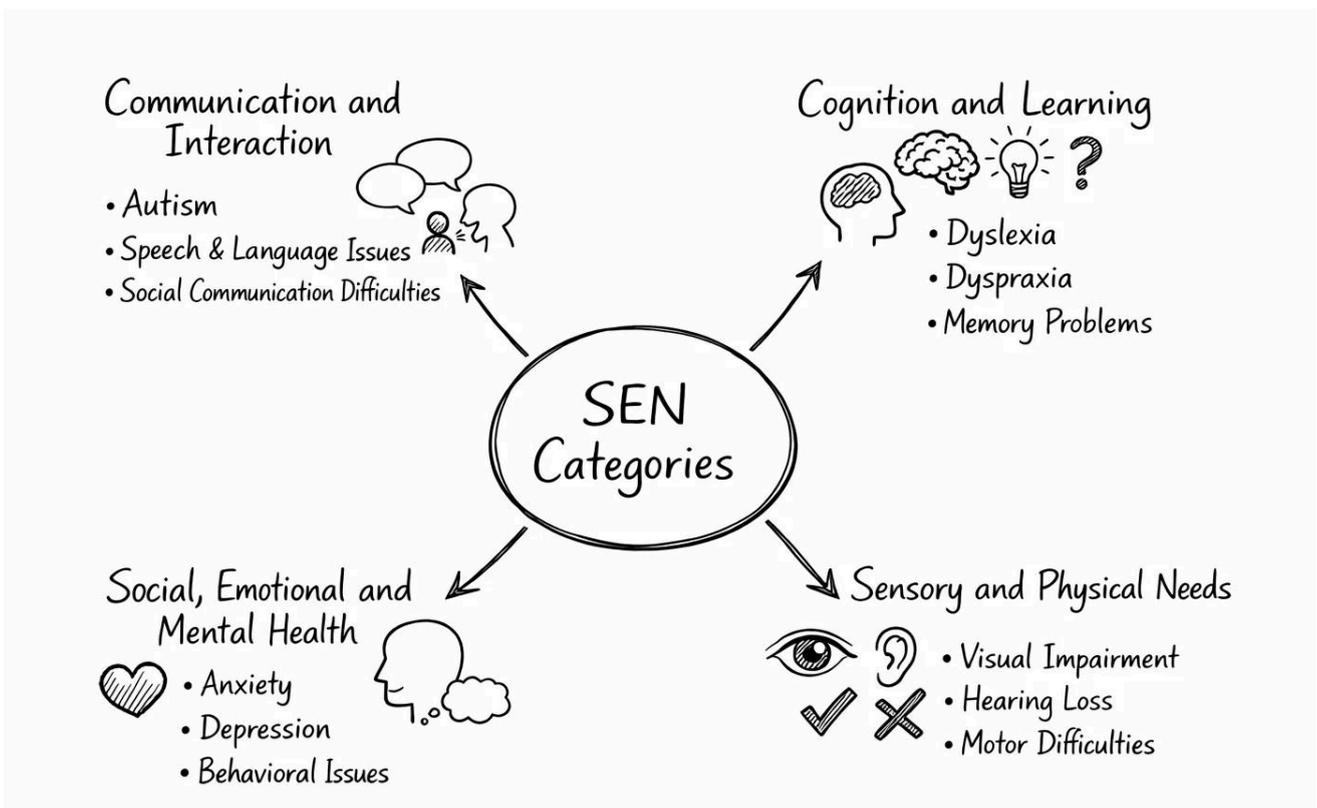
1. Defining Special Educational Needs

We consider evidence that a student may have a disability under the Equality Act 2010 and whether reasonable adjustments are required. When deciding whether special educational provision is needed, we start with desired outcomes and student/parent views to determine if needs can be met by our core offer or if "additional to or different from" support is required.

2. Types of SEND

Westfield Academy provides for the four broad areas of need outlined in the Code of Practice:

- **Communication and interaction**, where children and young people have speech, language, and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, for example, autistic spectrum disorder or speech and language difficulties.
- **Cognition and learning**, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. For example, dyslexia, dyspraxia and moderate learning difficulties.
- **Social, emotional, and mental health difficulties (SEMH)**, where children and young people have difficulty managing their relationships with other people, are withdrawn, behave in ways that may hinder their and other children's learning, or that have an impact on their health and well-being, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, Children and young people with visual, hearing or multi-sensory impairments, or a physical need that means they must have additional ongoing support and equipment for example, visual impairments, hearing impairments, processing difficulties, epilepsy. We work collaboratively with all relevant agencies - Occupational Therapists, Physiotherapists, Hearing Support, Vision Support and the Epilepsy Nursing team.



3. Resources, Facilities, and Equipment

Funding for SEND Provision

SEND funding is embedded within the school budget that Westfield Academy receives as part of its overall school funding. This funding is used to support students with SEND through high-quality teaching, targeted interventions, specialist resources, staff training, and reasonable adjustments across the school.

The allocation of SEND funding is overseen by the SENCO in collaboration with senior leaders and is informed by ongoing assessment, progress data, and individual student needs. Funding is used flexibly to ensure that support is responsive and proportionate, and that provision can be adapted as students' needs change over time.

We adapt resources and staffing to meet needs, using aids such as Chromebooks, coloured overlays, visual timetables, and larger fonts.

All students have access to a Chromebook and our on site IT team can enable appropriate accessibility options which are specific to the needs of the student.

All classrooms have an 'Inclusion box' to support High Quality Differentiated/Wave One Teaching. These boxes include coloured overlay, reading rulers, timers, pen grips and re/green communication cards.

Accessibility: The school is visually accessible with reinforced signage. The site is partly wheelchair accessible; however, some rooms rely on stairs. Details on how we are improving the physical environment can be found in our **Accessibility Plan** (available on the school website).

Staffing: The SEND Department employs a full time SENCO and Deputy SENCO, and a part time SEND Assistant. It also employs 8 Teaching Assistants (TAs) who work across the school. We are unable to provide full-time 1-1 support for any student

4. High-Quality Teaching for All Students

Staff Training and Expertise

Staff at Westfield Academy receive ongoing professional development to support students with SEND. Training includes areas such as autism awareness, dyslexia-friendly practice, SEMH support, reasonable adjustments, and adaptive teaching strategies. Training is delivered through whole-school CPD, targeted sessions led by the SENCO, and support from external professionals and local authority services. This ensures staff have the knowledge and confidence to meet a wide range of needs.

Teachers are responsible and accountable for the progress and development of all students in their class. High-quality teaching, differentiated for individual students, is our first step in responding to SEND. We provide regular training to teachers to ensure they can effectively differentiate the curriculum and support diverse needs.

5. Identifying and Assessing SEND

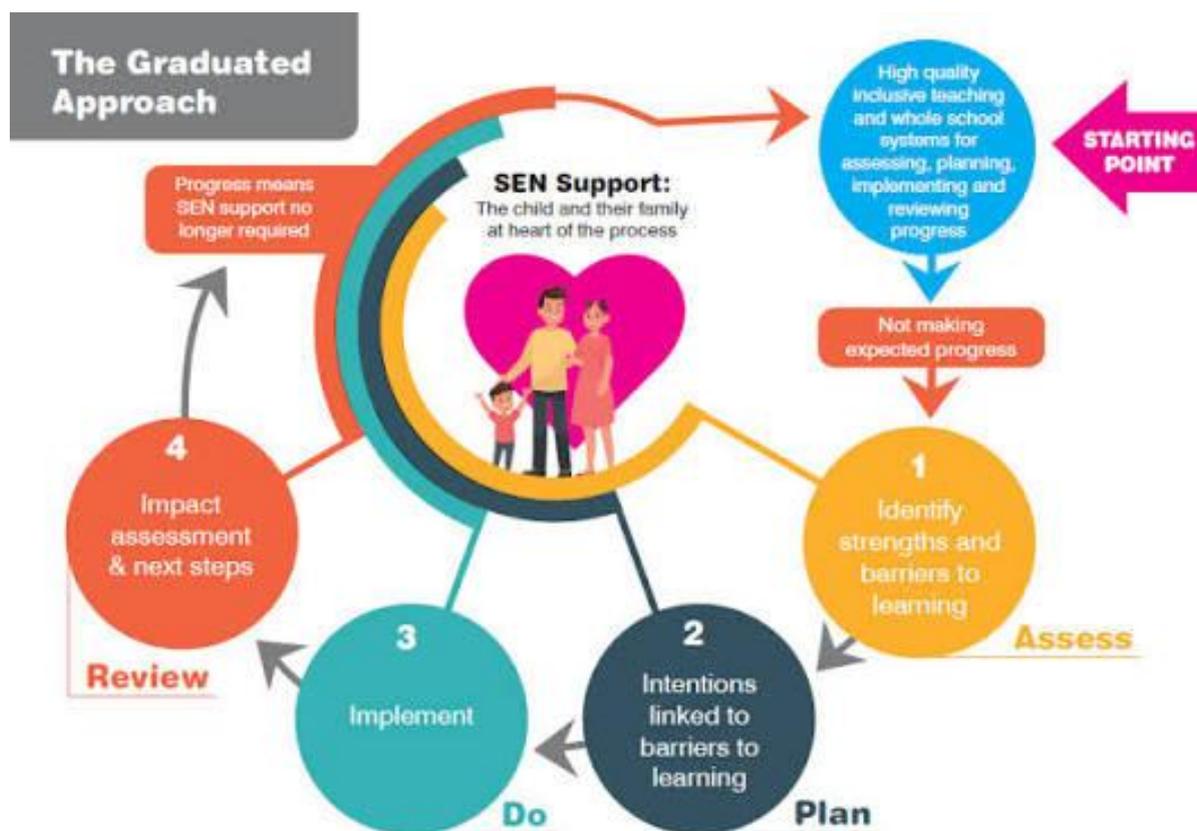
We assess students' skills on entry, building on data from previous settings. Identification routes include:

- Liaison with primary schools and external agencies.
- Concerns raised by parents, teachers, or TAs.
- In-school assessments: Cognitive Ability Tests (CAT4), Dyslexia Screener, and reading/spelling checks.

We monitor students whose progress is significantly slower than peers, fails to match previous rates, or widens the attainment gap.

6. SEND Support

Where it is determined that a child does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the school SEND register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part graduated approach (Assess–Plan–Do–Review).



Assess	Carry out observations, hold discussions with key staff and parents/carers to identify and analyse the students' needs.
Plan	Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place. This will be outcome focused.
Do	Implement the support as planned. Continue to observe and monitor to see how the student responds.
Review	Discuss with stakeholders how effective the support has been. Next steps are then carefully planned before the cycle starts again.

Personal Passports: All students on the SEN register have a Personal Passport or ILP detailing their needs and strategies for teachers. From September 2025 new students on the SEN register at Westfield will have an ILP

ILPs are created by our SENCO or Deputy SENCO, and shared with parents to ensure they are an accurate reflection of the needs of the student. Across the school, ILPs are shared with teaching staff on our Learning Support Logsheet - a working document which includes all ILPs as well as wider reaching teacher tips and support strategies.

Student Voice

Students are encouraged and supported to share their views, wishes, and feelings about their learning and the support they receive. Student voice is captured through discussions with staff, review meetings, and contributions to ILPs and Annual Reviews. This ensures that provision is person-centred and reflects what matters most to the student.

• **Interventions:** Support may include:

- Social Skills
- ELSA
- Speech and Language
- 1:1 key adult support
- Literacy/Numeracy support
- Lexia PowerUp
- Literacy Gold.

The impact of interventions is monitored regularly using a range of measures, including baseline and exit data, progress tracking, teacher assessment, attendance, and pupil voice. Where an intervention does not result in the expected progress, it is adapted, replaced, or discontinued to ensure that support remains effective and appropriate to the student's needs

Parents will be informed of any interventions that are taking place for their student.

• **Review:** EHCPs are reviewed once a year as part of the AR process. Individual Learning Plans (ILPs) are reviewed as part of the Assess–Plan–Do–Review cycle, or sooner if concerns are raised by staff, parents, or the student. Reviews consider progress towards agreed outcomes, the effectiveness of strategies and interventions, and whether any changes to support are required. Parents and students are involved in the review process wherever possible.

7. Referral for an Education, Health and Care Plan (EHCP)

Most needs are met through SEN Support. However, if a pupil continues to make limited progress despite targeted support and the graduated approach, the school may discuss requesting an EHCP needs assessment with parents. Parents also have the right to request this directly from the Local Authority.

When a student is going through an EHCP assessment, the school works collaboratively with parents and external professionals to submit evidence and support the assessment process. Decisions regarding EHCPs are made by the Local Authority.

8. Educational, Health and Care Plans

An Education, Health and Care Plan (EHCP) is a legal document for children and young people aged 0–25 who need a level of support that is additional to or different from that normally available through SEN Support. EHCPs are issued and maintained by the Local Authority (LA).

All students with an EHCP will have a statutory Annual Review at least once every 12 months. The purpose of the review is to monitor the student's progress towards the outcomes set out in the EHCP and to consider whether the provision and support remain appropriate. The review also considers the student's views, wishes and feelings, the views of parents or carers, and advice from professionals involved with the student, such as teachers, the SENCO, educational psychologists, and therapists.

Westfield Academy will organise the Annual Review meeting on behalf of the LA. Before the meeting, advice and reports are requested from parents or carers, the student, school staff, and any relevant external professionals.

During the review meeting, a student-centred approach is used. The meeting looks at the progress made since the last review, the student's current needs, the effectiveness of support and strategies in place, and any new or emerging needs. From Year 9 onwards, Annual Reviews also focus on preparation for adulthood, including future education or training, employment, independent living, community participation, and maintaining good health.

Within two weeks of the meeting, Westfield Academy will send a report of the review and any recommendations to the LA. The LA then decides whether to maintain the EHCP as it is, amend the EHCP, or cease the EHCP. Parents are informed of this decision, usually within four weeks of the review meeting.

If changes to the EHCP are proposed, the LA will issue a draft amended plan. Parents and young people have the right to comment on the draft and to request a meeting. There is also a right of appeal to the SEND Tribunal in relation to sections of the EHCP, including the provision and the placement named.

The school is responsible for delivering the provision specified in the EHCP, monitoring progress, working closely with families and professionals, and ensuring that day-to-day support is in place.

9. Adapting the Curriculum and Learning Environment

We adapt the curriculum to ensure access, for example, through grouping, 1:1 work, and adjusting teaching styles. Differentiation strategies include longer processing times, pre-teaching vocabulary, and reading instructions aloud. Class teachers differentiate work to ensure it is pitched appropriately for all students.

We adapt the curriculum and learning environment to ensure all pupils can access learning and make progress. This may include flexible grouping, small group or 1:1 support, and adapted teaching approaches. Class teachers differentiate work to ensure appropriate challenge while reducing barriers to learning.

Differentiation strategies may include:

- extended processing and response time
- pre-teaching of key vocabulary and concepts
- breaking tasks into smaller steps
- reading instructions aloud and checking understanding
- use of visual supports (e.g. word banks, prompts, visual timetables)
- modelling and use of examples
- scaffolding such as writing frames or sentence starters
- reducing copying demands

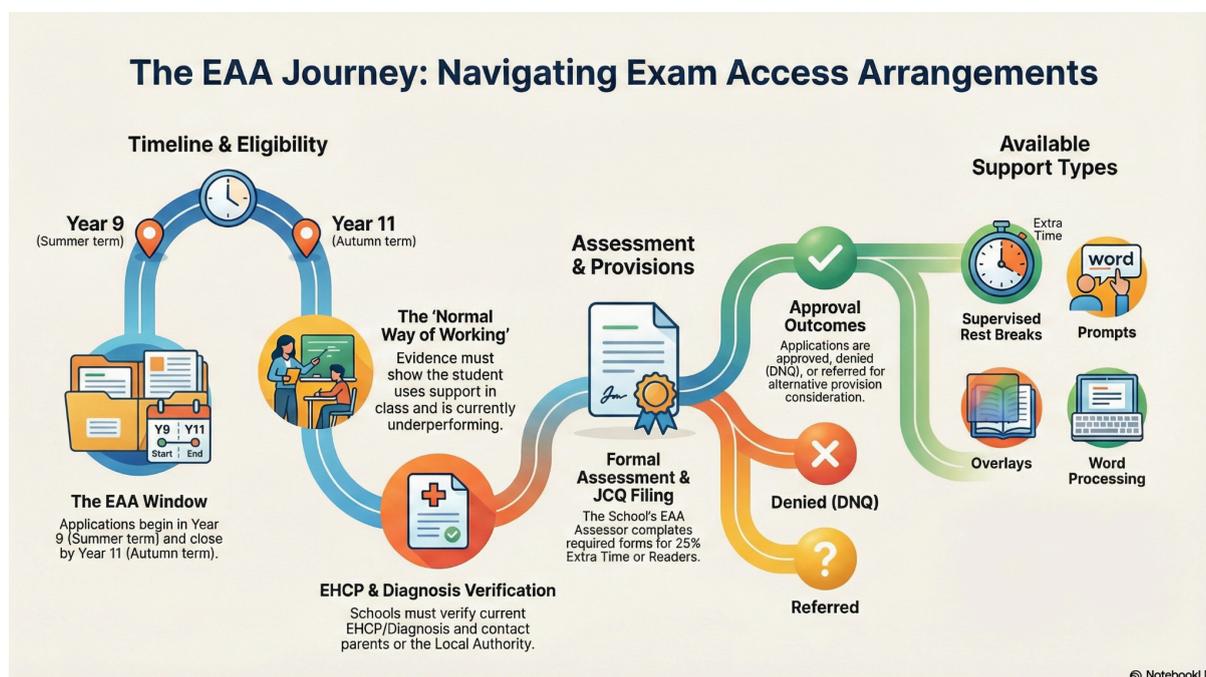
The learning environment may also be adapted through seating arrangements, access to low-distraction spaces, movement or sensory breaks, and the use of assistive technology or alternative methods of recording. These adaptations form part of high-quality/wave 1 teaching and are reviewed regularly.

Exam Access Arrangements (GCSE)

At KS4, pupils may be assessed for Exam Access Arrangements (EAAs) in accordance with the most up-to-date JCQ (Joint Council for Qualifications) regulations. The Deputy SENCO coordinates this process, which includes:

- gathering evidence of a pupil's persistent and significant difficulties in normal classroom practice
- completing appropriate standardised assessments where required
- confirming that any arrangement reflects the pupil's normal way of working
- consulting with teaching staff and relevant professionals
- submitting applications with the required evidence within JCQ deadlines

Possible arrangements may include extra time, a reader pen, use of a word processor, a prompt or supervised rest breaks. All arrangements are evidence-based, compliant with JCQ requirements, recorded appropriately, and reviewed as needed.



10. Working with External Agencies

We work closely with specialist services, including:

- Educational Psychologists
- The Education Safeguarding Service
- The Family Intervention Service (FIS) and Social Services
- Vision Support
- Hearing Support
- Children's and Young People's Therapy Service - Occupational Therapy, Physiotherapy and Speech and Language Therapy
- SENDIAS
- The Virtual School (supporting Looked After Children)
- The Autism and Communication Service
- CAMHS and the Youth Mental Health Team.

(Note: We also have a Designated Teacher for Looked After Children who liaises with the SENCO to support these students.)

11. Supporting Students' Social and Emotional Wellbeing

We have a strong pastoral team, including Form Tutors and non-teaching Heads of Year.

Support includes:

- Emotional Literacy Support Assistants (ELSA).
- A school counsellor who offers targeted support over a 6 week period once a referral has been made.
- Access to the Designated Safeguarding Team and Youth Mental Health Team.

12. Opportunities Beyond the Classroom

All students are included in extracurricular activities and trips. For off-site visits, members of the SEN team often supervise. For complex needs, we conduct additional risk assessments and implement specific support agreed upon by parents and the school.

13. Supporting Transitions

Joining Westfield:

- Open Days/Evenings and a Year 6 Transition Day in July.
- The SEND team will liaise with feeder schools to discuss students with SEND.
- An additional transition morning is offered for students with complex needs.
- Admissions: Our admission arrangements do not discriminate against disabled pupils.

Moving to College:

- We meet with college SEND representatives to pass on strategies and documentation.
- College representatives are invited to transition Annual Review meetings for students with EHCPs.

14. Evaluating SEND Provision

We regularly review the effectiveness of support through the "Assess, Plan, Do, Review" cycle, analyzing teacher assessments, tracking data, and pupil/parent views.



- **Strategic Evaluation:** The Governing Body evaluates the overall effectiveness of the SEND provision (e.g., through data analysis and reports) to ensure the school meets its statutory duties.

15. Communication and Complaints

You can get in touch with the SEND department in any of the following ways

• **Contacts:**

- **SENCO:** Miss Alison Zebedee (SendRegister@westfieldacademy.co.uk)
- **Assistant SENCO:** Miss Pebble Francis (SendRegister@westfieldacademy.co.uk).
- School telephone number: **01935 423747**

Complaints:

It is to be hoped that most concerns can be expressed and resolved on an informal basis. Concerns should be raised with the appropriate person at the school (e.g. your child's class teacher) and to work constructively with that person towards resolving them. Most concerns can be dealt with, without resorting to the formal stages of the complaint procedure. We recognise that the sooner concerns are raised the easier it is for an appropriate resolution to be found.

- Pastoral Concerns: please contact your child's Tutor or Head of Year in the first instance.
- Academic Concerns: please contact your child's subject teacher or Head of Department in the first instance.
- SEND Concerns: please contact the SEN team via the following email address: (sendregister@westfieldacademy.co.uk)
- If the nature of your concern is broader, please contact Mr Reid - Deputy Headteacher (Inclusion) (Matthew.Reid@Westfieldacademy.co.uk)

16. Somerset County Council's Local Offer and Graduated Response

Further information and support can be found at:

- **Somerset's Local Offer:** [Somerset's SEND Local Offer](#)
- Somerset's Graduated Response: [Somerset's Graduated Response Tool](#)
- **Somerset SENDIAS:** Independent advice for families (01823 355 578 / SomersetSENDIAS@somerset.gov.uk)