

Westfield Academy
Special Educational Needs Information report

Our SEN Information report is provided through a series of frequently asked questions and their answers.

Draft - to be approved by the Governing Board.

Further information can be requested from our SEN Department.

Contact details:

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SEN Manager: **Miss Pebble Francis** pebble.francis@westfieldacademy.co.uk

SEN Supervisor: **Mrs Shelley Burton** shelley.burton@westfieldacademy.co.uk

School telephone number: 01935 423747

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1. How does Westfield Academy know if my child has an additional learning need?

Students are identified as having SEN through the following routes:

- Liaison with primary schools or other previous schools
- An investigated concern raised by a teacher or teaching assistant
- An investigated concern raised by a parent
- Liaison with external agencies

2. What should I do if I think my child may have an additional learning need?

Talk to us.

You can contact your child's form tutor, Head of Year, class teachers, SEN Manager, SEN Supervisor and our SENCo, who are all contactable via email/telephone and we also have parents' evenings.

3. What kinds of SEN are provided for?

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

4. How does Westfield Academy identify pupils with SEN and assess their needs?

We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Subject teachers will make regular assessments of progress for all students and with the Deputy Headteacher and SEN team will identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5. How are parents and students consulted?

We will have a discussion with the student and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

6. What is a Personal Passport?

At Westfield Academy, all students on the SEN register have a Personal Passport (PP) that explains:

- the needs of the young person,
- the additional provision in place
- the strategies for teachers to use in class.

A copy of this will be sent home for parents and student to check.

7. What is the school's approach to teaching students with SEN?

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Teachers have access to electronic versions of Personal Passports.

Some students will need additional interventions such as:

- Social skills
- Speech and language
- Emotional Literacy Support Assistant (ELSA)

- 1:1 key adult support
- Literacy
- Numeracy
- Life skills
- Study skills
- Phonics based learning
- Numicon
- Spelling

8. How will my child be enabled to access the curriculum?

Class teachers differentiate work to ensure that it is pitched appropriately for all students.

All students on the SEN register have a Personal Passport. This explains the SEN of the student and has strategies on it for teachers to use to enable students to access their lessons.

Some students with SEN will have access to teaching assistant support in the classroom.

Some students may need additional support through interventions outside of normal lessons and this may be on a 1:1 or small group basis.

9. How do you, as a school, know how well my child is doing?

Students' progress is assessed and monitored by their class teacher and potential GCSE grades are entered onto our SIMs tracking system. These grades are monitored by Subject Leaders, the Deputy Headteacher and our SEN team.

In Key Stage 3, some students may also have termly reading age assessments to monitor progress.

Students with SEN who are performing below target are identified through monitoring the assessment reports. If a student is below target in a core subject, the SEN Manager liaises with the subject leader and class teacher to discuss intervention.

10. What support will there be for my child's emotional wellbeing?

We are an inclusive school and have a strong pastoral team to ensure that the self-esteem of our students is high and their emotional wellbeing is looked after.

We have a Year system at Westfield made up of tutor groups. The tutor is a member of staff whom your child will see every day. There is also a Head of Year, who is in a non-teaching, full-time, pastoral role; they look after the successes, queries, behaviour and emotional needs of each member of their year and are a strong link with home.

Mr Burles is Head of Pastoral Care and Mrs Strange, Assistant Headteacher/SENCo has oversight of Pastoral Care. Currently, the Heads of Year (HOY) and Deputy Heads of Year (DHOY) are as follows: Year 7 HOY Mr Bromham, DHOY Miss Bishop, Year 8 HOY Mr Ovey, DHOY Mrs Handyside, Year 9 HOY Mrs Hooper, Year 10 HOY Mrs Ryan and Year 11 HOY Mr Roney. (This information is correct as of September 2021)

In addition, for each year group, there is also an academic head of year.

Our Designated Safeguarding Team and our three trained Emotional Literacy Support Assistants (ELSA) provide further support for students with more complex emotional and social needs. We have access to the Youth Mental Health Team and have a counsellor who works in school for one day a week.

11. How are the curriculum and learning environment adapted to meet my child's needs?

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using aids such as chromebooks, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

The school is visually accessible with signs as visual reinforcement.

The school site is partly wheelchair accessible but has a limited number of rooms that are not accessible and are dependent on climbing stairs.

12. How will my child be included in activities outside the classroom, such as school trips?

All students are included in extracurricular activities and school trips.

For most off site visits, members of the SEN team will be part of the group of supervising adults.

For students who have complex additional needs, where school and parents feel more support is needed for a trip to take place, there is an additional risk assessment and relevant support put in place to enable the student to take part. This is signed by both school and parents.

13. What specialist services and expertise are available at, or accessed by, the school?

Teaching Assistants (TAs) have a high standard of training and this includes Speech and Language; Literacy; Behaviour Management; Numicon; Phonics; Autism Spectrum Disorder, EAL (English as an additional language).

We have a trained SENCo who has held this post for the past 6 years.

We also have a Parent and family Support Advisor (PfSA) who supports both students and families.

We work with additional external agencies such as Educational Psychologists; The Virtual School and Learning Support Service; The Autism and Communication Service; Children and Adolescent Mental Health Support (CAMHS), the Youth Mental Health Team and other relevant agencies.

14. How will the school prepare and support my child to join Westfield and move onto college?

We hold an Open Day and Evening where all prospective students are invited with their parents to look around the school and talk to staff.

We have a whole cohort Transition Day in July where all the new students are invited in for a taster day and to meet with their allocated form tutor and Head of Year.

All feeder primary schools are visited by the Head of Year. Our SEN Supervisor visits schools that are sending students with SEN to us.

Students with more complex additional needs are offered additional transition days.

When moving onto college, we meet with the SEN representative to pass on information and strategies

If your child has an EHCP or additional funding, we invite a representative from college to be part of the Action Plan to support transition.

15. How do you assess and review students' progress towards outcomes?

We follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

Members of the SEN team carry out an analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware, through the Personal Passport of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

For some students with more complex needs, a SEND support review document may be completed and students who have an EHCP will have a statutory annual review.

16. Who do I contact if I have a concern or a complaint about the provision made at the school?

In the first instance, please contact a member of the SEN team (names and email addresses at the top of this document). If this issue is not resolved, please refer to the Complaints procedure on the school website.

17. Who can I contact for further information?

If your child already attends Westfield, please contact their Form Tutor, Head of Year or a member of the SEN team.

If you are considering sending your child to Westfield, please contact Mrs Strange (SENCo) or Miss Francis (SEN Supervisor) who are contactable through the school office as well as via the email addresses at the top of this document.

Further information and support

Somerset's Local Offer can be found on www.somersetchoices.org.uk.

Westfield Academy's SEND Policy can be found on the Academy's website.

Somerset SENDIAS (Special Educational Needs and Disability (SEND) Information, Advice and Support) can give children, young people (aged 0 to 25) and their parent carers information, advice and support about SEND.

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