

Westfield Academy School Offer for Special Educational Needs

Our SEN offer is explained through a series of frequently asked questions and their answers.

Any further information can be requested from our SEN Department, led by the SENCo, Mrs J Strange and SEN Supervisor, Miss P Francis.

1. How does Westfield Academy know if my child has an additional learning need? What should I do if I think my child has an additional learning need and attends or is thinking of attending Westfield?

At Westfield, children are identified as having SEN through the following:

- 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 (medical; Learning Support Service; Speech and Language Service; Paediatrician etc)
2. How can I raise a concern with you if I need to? Talk to us. Your child's form tutor, Head of House, class teachers, SEN Supervisor and our SENCo are all contactable by school e-mail and we have parents' evenings where you can meet and talk face to face. Any member of staff can refer to our SEN department.
 3. If my child has an additional learning need, who will oversee their provision, work with them and how often?
 - Our SENCo oversees the provision and progress of our students with SEN
 - The class teacher will plan and deliver class work to all students, including those with SEN
 - There may be a Teaching Assistant working in your child's lessons and the regularity of this additional support varies, depending on the needs of the students in the lessons
 4. Who will explain my child's provision and progress to me? Class teachers are available at Parents' evenings to discuss in-class progress. Overall progress is sent home three times a year in a Praising Stars report. Meetings are available with the SENCo or SEN Supervisor and can be requested by e-mail or phone at any stage during the academic year. The SENCo/SEN Supervisor is also available at Personal Passport reviews and Parents' evenings. All students on the SEN register have a Personal Passport (PP) that explains the needs of the child, the additional provision in place and the strategies for teachers to use in class. If your child has a Statement or Education Health and Care Plan (EHCP), there is an additional annual review meeting (following the format from Somerset County Council) to discuss progress and update the Statement/EHCP.
 5. How are school Governors involved in SEN? The SENCo reports at Governors' meetings at least once a year on the progress of students with SEN, ensuring anonymity with students' identities. There is a designated SEN Governor who oversees the SEN policy and SEN budget and meets with the SENCo throughout the school year.
 6. How will my child be enabled to access the curriculum? Class teachers differentiate work to ensure that it is pitched appropriately for all students. This means that students feel part of the whole class and are able to access their class teacher and their work independently of additional support (where appropriate). All students on the SEN register have a Personal Passport that explains the SEN of the student and has strategies on it for teachers to use to enable students to access their lessons.

7. How do you, as a school, know how well my child is doing? Student's progress is assessed and monitored very closely by their class teacher and potential GCSE grades are entered onto our SIMs tracking system every term. These grades are monitored by Middle Leaders, Mr Reid (Deputy Headteacher) and our SENCo. In Key Stage 3, some students will also have termly reading age assessments to ensure they are making progress in their reading and are able to access curriculum texts. Year 7s and 8s on the SEN Register have a termly spelling age assessment, if appropriate, to ensure they continue to make progress in this area.
8. What if my child, who has SEN, is achieving below their target? Students with SEN who are performing below target are identified by the SENCo through monitoring the Praising Stars reports. If a student is below target in a core subject, the SENCo liaises with the subject leader and class teacher to discuss intervention. The class teacher provides the SEN department with two targets for the student and these are covered in additional intervention. If the reading age or spelling age is low, the student starts intervention in either a small group or 1:1, depending on their needs.
9. 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. Currently, the Heads of Year are as follows: Year 7 Mrs Ryan, Year 8 Mr Roney, Year 9 Mrs Hooper, Years 10 and 11 (Pastoral) Miss Martin; in addition for years 10 and 11 there are teaching academic leads: Year 10 Mrs Poole and Year 11 Mrs Waterman. In addition to this, we have two trained Emotional Literacy Support Assistants (ELSA) who support students who have more complex emotional and social needs.
10. That support is there for behaviour and avoiding exclusion for children with SEN? Poor behaviour and the breaking of school rules are taken very seriously at Westfield and each incident is logged and a behaviour point issued. We have behaviour interventions at lunchtime and after school. If a behaviour incident is disrupting a lesson, we operate a referral policy where the child causing the disruption is sent to the Referral Room, where they stay for the remainder of that lesson. Heads of Year meet with the SENCo once a fortnight to discuss any concerns regarding students with SEN and strategies for support are implemented and reviewed. Where a student is escalating their behaviour points and regularly making the wrong choices, a Pastoral Support Plan (PSP) is implemented. This starts with a meeting between parents, Head of Year and the student, where three targets are selected and rated on a numerical scale. The same group then meets every six weeks to review progress towards the three targets.
11. What support is there for increasing attendance for children with SEN? Daily attendance is monitored very closely by our school Attendance Officer. Any 'lates' are sanctioned and no lates and 100% attendance are rewarded with a Westfield Academy badge in our half termly reward assemblies. Good attendance is constantly highlighted by our rewards scheme and we have a House attendance trophy awarded to the House with the best percentage of overall attendance. Lateness and poor attendance are reported to the Heads of Year and SENCo. If attendance becomes a concern, a meeting is called between the Head of Year, Attendance Officer, SENCo, parents and student, to discuss what the reasons are and if any steps can be taken to further support good attendance.

12. How will my child be able to contribute their views? We have a Student Council that is broken down into Year Councils with two representatives from each year group representing their year on the whole School Council. Council meetings are held at a tutor group level and then the comments are passed to the main council. Students' SEN Personal Passports are written in the students' voice after consultation with them. The Student Support Base is usually manned by the SEN Supervisor or another member of the SEN Team for any student to drop in if there is a problem.
13. What specialist services and expertise are available at, or accessed by, the school? All Teaching Assistants (TAs) have a high standard of training (including ELSA {Emotional Literacy Support Assistant}; EAL {English as an additional language}; Speech and Language; Literacy; Behaviour Management; Numicon; Phonics; Autism). We also have a Parent, family Support Advisor (PfSA) who supports both students and families. We also work closely with, and refer to, additional external agencies such as Educational Psychologists; The Learning Support Service; The Autism and Communication Service; Children and Adolescent Mental Health Support (CAMHS) and other relevant agencies.
14. How will my child be included in activities outside the classroom, like school trips? All students are included in extracurricular activities and school trips. 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 representatives and parents.
15. How accessible is the school environment? The school is visually accessible with visual reinforcement for signs. We work with the Ethnic Minority Advisory Service (EMAS) and have a Polish TA to enable accessibility for English as an Additional Language (EAL) students. The school site is partly wheelchair accessible but has a limited number of rooms that are not accessible and are dependent on climbing stairs.
16. 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 and other parents before the school choices forms are due back to Somerset County Council.
 - 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 House.
 - All feeder primary schools are visited by the Head of Year and our SENCo visits the feeder primaries that are sending students with SEN to us, to meet with their SENCo
 - 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 a Statement/EHCP or additional funding, we invite a representative from college to be part of the Action Plan to support transition
 - If you are starting at Westfield during the academic year and not in Year 7, we have a buddy system of students to help guide new students around the school and support them in their first few weeks

17. How are school resources, interventions and additional support assigned to children? How do I know if this additional support is having an impact? Every intervention the school runs has entrance criteria to ensure the students are suitable for the intervention. They are evaluated termly by the TA delivering the intervention and overviewed by the SENCo to ensure the intervention is having an impact and whether or not it needs to continue. Additional support in class by a TA is discussed by the SENCo/SEN Supervisor and middle leaders to ensure the additional staff are supporting in classes where the additional need is highest. Requests for additional support or interventions can be made by a parent if they have a particular concern, through discussion with the SENCo. If a child has a Statement, EHCP or additional funding, the targets and strategies on the Statement/EHCP are implemented by the school and the additional support is timetabled accordingly. Interventions are recorded on a child's Personal Passport to keep a record of the additional support that has been provided.

18. Who can I contact for further information? If your child already attends Westfield, their Form Tutor or Head of Year should be your first point of contact. If you are considering sending your child to Westfield, Mrs Strange (SENCo) or Miss Francis (SEN Supervisor) are contactable through the school office, as is Mrs Coles, our Designated Safeguarding Lead.

Westfield Academy Interventions (Updated October 2018)

	Wave One (whole class)	Wave Two (small group)	Wave Three (1:1)
Cognition & Learning		Rapid+ reading Word Shark spelling Literacy Boost Phonics Numicon	Numicon Phonics Referral to outside agencies eg Learning support service
Communication & Interaction		Social stories Socially speaking Talk About	Referral to outside agencies eg Speech & Language therapy Social stories Socially speaking Pre-teaching subject specific vocabulary Talk About
Physical & Sensory	PP strategies Differentiation Seating Plan		Referral to outside agencies
Emotional, Social & Mental Health	PP strategies Differentiation Seating Plan Mentors (student)	Personal Passport (PP) strategies Differentiation Seating Plan Literacy across the Curriculum	PfSA Counselling ELSA Timeout Card Pastoral Support Plan Referral to outside agencies
		PP strategies Differentiation Seating Plan	