



Parents' Guide to SEND at Westwood Academy

At Westwood Academy we aim to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as reasonably possible, in meeting the needs of pupils with Special Educational Needs and Disabilities in adherence with the Code of Practice.

The four broad 'areas of need' are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and /or Physical Needs.**



A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice, 2014)

What can we offer for children with SEND?

At Westwood Academy, we embrace the fact that every child is different and unique, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Who can I talk to about my child's needs?

The class teacher

Responsible for :

- The progress and development of every pupil in their class through QFT and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review the progress and development of each pupil and ensuring appropriate provision and intervention.
- Ensuring smooth transition for pupils with SEND through liaison with teacher, parents and SENDCo
- Ensuring they follow the SEND policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.
- Working with the SENDCo to identify their own training needs around SEND.



SENCo: Miss C Mundy

Responsible for

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support.
- Monitor, review Individual plans and EHCPs on a regular basis.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the academy maintains an up-to-date register and records for all children with SEND.
- Arrange appropriate whole school and individual SEND training and surgery sessions.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff professional development meetings, to include outside agencies where appropriate.

If you would like to speak to Miss Mundy please go to the main office to arrange an appointment.

Principal: Miss S Wimperis

Responsible for:

- Ensuring that the trust SEND policy is adhered to and followed within their own academy.
- Be responsible for the implementation of the SEND Strategic Plan within their own academy.
- Uphold the inclusive vision, values and practice of the trust.
- Work with the SENDCo in their academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Monitor the progress and attainment of pupils with SEND through regular pupil progress meetings.
- Ensure that resources are deployed effectively and efficiently to meet pupil need
- Ensure the deployment of staff so that appropriate transition arrangements are planned for SEND learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a SEND Information Report is written annually, is evaluated by Trustees and is shared on the academy website.
- Develop effective relationships with parents so that they feel valued, supported and included.



Trust Senior Leader for SEND - Head of Northwest Inclusion Hubs: Miss K Mather

Responsible for

- Upholding the inclusive vision, values and practice of the trust.
- Providing specialist support for teachers and support staff across the trust , so that they can help children with SEND to achieve the best progress possible.
- Ensuring that there is a consistent approach to SEND across the trust, monitoring and reviewing the implementation of the Trust SEND Policy and appendices.
- Supporting the SEND professional development of staff within The Harmony Trust to ensure pupils with SEND receive high quality teaching and appropriate provision to support their needs.
- Managing and supporting SENCos within their roles
- Co-ordinating members of the Harmony Trust Multi-disciplinary team including the Speech and Language Therapist and SEND admin.



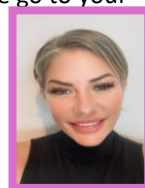
Miss Mather works across the Academies within The Harmony Trust and is based at Richmond Academy: The Harmony Trust Inclusion Development Team office. If you would like to speak to Miss Mather please go to your Academy main office to arrange an appointment.

Her working days are Tuesday—Friday.

Trust Leader for Mainstream SEND: Miss T Wood

Responsible for

- Overseeing the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support.
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Support with whole school and individual SEND training and surgery sessions.



Miss Wood works across the Harmony Trust schools and is based at Alt and Northmoor, if you would like to speak to her please go to your Academy main office to arrange an appointment.

SEND Trustee: Ian Robinson

The Trust has the legal responsibility to ensure that its academies meet the needs of all pupils including those with SEND. The SEND Trustee ensures that the board:

- Uses 'best endeavours' to ensure that pupils get the support that they need
- Has that relevant approved policies and that their effectiveness is monitored
- Deploys adequate resources to provision for pupils with SEND
- Has appointed suitably qualified SENDCOs and that they are working effectively to meet the SEND Code of Practice
- Advocates on behalf of children and their families to ensure they get the provision they need



What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is

working well at home and school, so that similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or concerns/worries you may have.
- All information from outside professionals can be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO can support you to understand these reports.
- Individual plan targets will be reviewed with you every term.

If you have any further questions or concerns about your child, then please make an appointment to speak to the Principal

What are IP Targets?

Individual plan targets are small, simple steps to support your child in school. Your child will have 1– 4 targets that all staff working with your child will know. Teachers and Teaching assistants know how they can help your child achieve those targets and will support your child to reach them.



How can you help your child with their targets at home?

The SENDCO or class teacher can give you a copy of your child's IP targets. They can offer you support and advice around how you can help your child meet these targets at home.

What is the Local Offer?

The Children and Families Bill came into effect from September 2014.

Local Authorities and Schools/Academies are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

At Northmoor we utilise the LA Local Offer to meet the needs of pupils with SEND as determined by Academy policy and the provision that the school is able to meet, working in partnership with the Local Authority, external agencies and partners in Education, Health and Social Care.

- Oldham Local offer: https://www.oldham.gov.uk/info/201097/your_local_offer
- The Family Information Service (FIS) provides free, impartial, up-to-date information to support parents/carers with children and young people aged 0-19 years (up to age 25 with a disability or additional need) and prospective parents www.oldham.gov.uk/fis



POINT is a registered charity that was established in 2010 by 4 parents and carers of children and young people with additional needs and disabilities. Their driving mission is to ensure that parents and carers have access to meaningful information, advice, and peer support, whilst enabling their voices to be heard to drive change and shape better services. POINT now delivers a wide range of Information, Advice and Support Services for, and with, families of children and young people with Special Educational Needs and Disabilities (SEND). <https://www.point-send.co.uk/what-we-do>

SENDIASS is short for Special Educational Needs and Disability (SEND) Information, Advice Support Service (IASS) and exists to help parents and carers of children who have, or may have, special educational needs and/or disabilities; and children and young people themselves, in matters relating to their Education, Health or Social Care provision.

Their support services are tailored to your individual needs and are both personal and confidential. They can offer you:

- *Independent information about Special Educational Needs & Disability (SEND).*
- *Advice about working with those involved with you, your child or young person.*
- *Information about local support networks.*
- *Support to arrange Mediation and Disagreement Resolution.*
- *Support with SEND Tribunal claims.*
- *Opportunities to improve and shape services through our SEND IAS Steering Group.*

<https://www.point-send.co.uk/Pages/Category/oldham-sendiass>