



Westwood Academy
SEND Information Report

Introduction

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

The Local Offer

The *Children and Families Bill* came into effect from September 2014. Local Authorities and schools 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 will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

How does the school identify children with special educational needs?

- At Westwood Academy, we aim to identify children that display a special educational need early in order to put into place the necessary support.
- Children will be identified as requiring SEN support if they are making little or no progress in one or more areas of their learning.
- Class teachers and the SENCo will monitor the progress of all children and we will record our initial concerns and discuss these with you.
- If you feel there are any concerns, you can discuss these with the class teacher or the SENCo at any time.

What does the school offer for children with SEND?

Class teacher input, through Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies are in place to support your child to learn.

Specific group work intervention(s) which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- Specialist groups led by outside agencies, e.g. Speech and Language therapy
- Provided by a Local Authority service, such as the AEN QEST, Jigsaw (Behaviour Support Team) or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).



What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or
- Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This legal process sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

How is extra support allocated to children?

- The school budget includes money for supporting children with SEN.
- The Principal deploys resources for Special Educational Needs and Disabilities based on Analysis of Need
- The Principal and the SENCo discuss all the information they have about SEND in the school, including- the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected.
- From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



How are pupils with SEND ensured access to the curriculum?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Principal every term in reading, writing and maths.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an IEP based on PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using these PIVAT levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutiny and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How is school accessible to children with SEND?

As Westwood Academy is an old building there are staircases and steps on the premises. Although this makes access to Key Stage 2 classrooms and other facilities (ICT suite, Library and intervention rooms) difficult, we will make reasonable adjustments to enable children to access our school.

In the Nursery building:

- There is one disabled toilet and shower room.

In the main school building:

- There is currently one disabled toilet, shower area and changing facilities.
- There is disabled access to the ground floor via ramps.
- The car park has a disabled parking spot
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Plans are in place to create a more accessible foyer area.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN



How will we support your child when they are joining the setting, transfer to a new class or the next stage of their education?

- When your child starts school with us there will be initial Child Centred transition meetings with parents and agencies involved in order to draw up a One Page Profile of the child. Here, a series of transition visits will be arranged.
- When your child moves year group/teacher, several transition and visits to the new teacher will be made. Teachers will meet along with parents, outside agencies (if necessary), and the child in a Child Centred Review to exchange and share information need in order to support the child on their move to a new class.
- When your child leaves us we will hold a Child Centred Review to discuss your options for secondary schools/change in setting, we will support you in your visits to secondary schools/change in setting if required and then set up transition meetings and visits for your child before they leave us.
- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.

How are teachers supported and what training do they receive?

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEN. This includes whole school training on SEN issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Which external agencies support school?

There are lots of agencies that we may contact with your permission. This may be to help us find out more information about your child or to help us work out the best way of helping your child.

- School Health Advisor -The School Health Advisor visits pupils in school to do Infant Health Assessments, basic sight tests, puberty talks with the older children and to offer training and advice to staff. Staff meet with the School Health Advisor to discuss any medical concerns that they may have about a child.
- Speech and Language Therapy (SALT)- If your child's speech is very unclear or they seem to have difficulties understanding what people are saying to them we may ask a Speech and Language Therapist to see your child.
- Child Health Department- If we have concerns that your child may have a medical need or if we want to rule out any medical need as part of our assessment process.
- Educational Psychologist- If we need specialist advice about your child's learning needs we may ask for the involvement of the educational psychologist. Our school psychologist meets regularly with the SENCo to discuss ways of helping our children. They may come into school to see your child in class and may carry out some individual assessments and will then offer support and suggestions.
- Specialist Advisory Team (QEST)- This is a team of specialists who can advise on many different types of special need and conditions.

How are parents involved?

- 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 SENCo is available to meet parents to discuss pupil progress or concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress towards targets will be reviewed with your involvement every term.



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

The Class Teacher is responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator (SENCo) know as necessary.
- Writing Pupil targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO, Mrs L Bebbington, is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating support for children with SEND
- Ensuring that you are kept informed about your child's learning and the support they get
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN list and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Principal, Mr J. Bell, is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Principal will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.