

Bedford Local Offer template for settings, schools and colleges

Name of School/College/Setting	Westfield School & Specialist Sports College
Type of setting	Primary/Middle Years
Name of SENDCO	Mrs Louise Cunningham
Address	Chester Road, Queens Park, Bedford, MK40 4HW
Phone Number of SENDCO	01234 267353
Fax Number	01234 347907
Email of SENCo	lbell@westfieldschool.net
Website	www.westfieldschool.net
Link to SEN Information Report	Available on school website.
Link to SEN page of schools website	www.westfieldschool.net
Information Attached	Yes/No

<p>School's Inclusion/Mission statement</p> <p><i>"Achievement For All"</i></p>
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<p>1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p> <p><i>What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?</i></p> <ul style="list-style-type: none"> • Parents are invited to meet your child's form teacher in October, to discuss and concerns and make sure that they have settled into their new class • There are two further subject consultation meetings for parents to discuss progress across the curriculum • Meetings with a member of the SEND team are also available at all parents consultation meetings • The progress of all pupils is monitored regularly by subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. • School reports 'Pupil Assessment Files' are sent home with the pupils at the end of each term • The SEND team also run 'drop in' appointments for parents throughout the school year, to discuss any concerns you may have • Each pupil has a 'organiser/diary' that can be used for two way communication between home and school • There is an annual SATS test information event for parents of year 6 pupils to assist in supporting your child at home

2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

The site has been adapted so that areas are accessible for wheelchair users or those with impaired mobility/additional needs. To include:

- Permanent ramps allowing access to all ground floor classrooms
- There is also a fully working lift enabling easy access to the first floor classrooms
- There are 2 disabled toilets with changing facilities
- All classroom windows have anti-glare coating and reflective stickers are also placed on all doors to support pupils with visual impairments
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs
- After-school provision is accessible to all children, including those with SEND
- Extra-curricular activities are accessible for children with SEND
- There is a disabled car parking space in the main car park
- The school will endeavor to provide translators for parents/carers whose first language is not English
- Letters are translated into additional languages if required

3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

At Westfield School children are identified as having SEN through a variety of ways including the following:-

- Liaison with nursery / lower/ primary school/ previous school
- Your child performing below age expected levels
- All pupils complete screening tests at the beginning of each academic year
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Psychology Team, Education Welfare
- Health diagnosis through paediatrician
- Diagnostic testing undertaken by the SENDCo

What to do if you have any concerns:

- Talk to us – firstly contact your child's form teacher / subject teacher or SENDCo

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Westfield has a specialist provision for pupils with an EHCP whose prime area of need is social, emotional or mental health (SEMH). There is one class of 6 pupils in the HIVE ranging from year R to Year 6. Pupils are allocated a place through the Local Authority SEND team.

4. How will early years setting / school / college staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- Lead teachers for subject areas plan the curriculum with the support of the SENDCO
- Subject and class teachers plan lessons according to the specific needs of all groups of children in their classes and will ensure that your child's needs are met.
- There is an appointed Governor who is responsible for SEND and meets with the SENDCo. This 'SEND link governor' takes part in classroom observations and reports to the governing committee, to keep all the governors informed.

5. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

- Support staff, under the direction of the 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.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Homework will be adjusted as needed to your child's individual requirements
- Pupils arriving at Westfield with limited English language spend time in a nurture class within our EAL department. Trained staff work with the pupils to develop a basic understanding of the English Language in a wide range of situations. When pupils have made sound progress they are then supported back into the mainstream classes.
- Our Teachers will use various strategies to adapt access to the curriculum, this might include using:
 - Visual timetables
 - Writing frames
 - I-pads, lap tops or other alternative recording devices
 - Peer support systems
 - Positive behaviour rewards system

- Interactive Whiteboards
- Numicon resources
- Visual aids
- Ability appropriate reading resources
- ICT literacy and Numeracy learning programmes

6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHCE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult or have additional needs we also offer:

- **The Enrichment Centre: Support is given to pupils through Enrichment Group days, workshops groups for all years, and individual support for pupils who need assistance. Workshops focus on developing teambuilding, leadership, self-esteem, co-operation, motivation and friendships depending on the needs of the pupils.**
- **Academic and Social extra-curricular clubs for children to learn how to co-operate with one another in a small group whilst developing their literacy, numeracy or fine motor skills.**
- **Lunchtime and breaktime support through planned activities and positive play leader**
- **Westfield has its own youth club which pupils can access throughout the week during lunchtimes, afterschool and for rewards. Pupils have access the safe social environment where they can be with their friends to listen to music, play games, table tennis or table football**
- **Pupils access pastoral support from their form tutor and Head of Year. They also have daily access to the Enrichment Centre staff and learning mentor – Miss V Mawdsley**
- **If your child still needs extra support, with your permission the SENDCo or Learning Mentor can access further support through the CAF/EHA process.**

7. What specialist services and expertise are available at or accessed by the setting / school / college?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

- **The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as visual and hearing needs and speech and language difficulties.**
- **Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in they teach/support, e.g. from the Autism Advisory Team. This information is then passed on to all staff though staff meetings and training days.**
- **The SENDCo is a fully qualified teacher and has achieved the National Award for SEND Co-ordination and has completed a Masters Level Degree in Education, specialising in**

SEND.

- We currently have 12 Learning Support Assistants and 7 teachers trained to deliver the Sounds-write phonics programme
- All Mathematics teachers and Learning support Assistants are trained in using Numicon to support children with numeracy development
- An LSA has had training in the identification of dyslexia and dyscalculia
- 5 teachers and 3 LSA's/HTLA have completed the course 'English as an Additional Language in Mainstream schools'
- The SENDCO and Reception teacher both hold the Eklan speech and language qualification
- 8 members of staff are Team Teacch trained
- An LSA is trained to deliver a therapeutic writing course
- All staff have yearly re-fresher training in Child Protection and Safeguarding
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Support team, Sensory Impairment team; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including – Education Welfare officers, social workers and Educational Psychologists

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

- All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from an external agency, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- It is important that all pupils, especially those with SEND develop independence skills and it is hoped that alongside our extensive after school clubs programme, we will also be providing residential visits in the next academic year.

9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure

that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit Lower and Primary Schools when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay during the summer term transfer day to meet their teachers and new class.
- Additional visits to the school can be arranged to assist with the transfer if necessary.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving form classes in school:

- Information will be passed on to the new form teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP's/provision map will be shared with the new teacher.

In Year 8:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's upper school. If your child has an EHCP, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

- A provision mapping team meet throughout the school year to discuss interventions and allocation of resources to match the pupil's needs.
- Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a 'value for money' service, therefore all interventions are evaluated on our provision map.

11. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

The subject/form 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 any concerns/worries you may have. To make an appointment please contact the school office or access of the SEND Team parent drop in sessions
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP/Provision Map targets will be reviewed with your involvement at least twice a year.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- There is a regular newsletter published for pupils and parents

12. How are children and young people included in the planning for their support and provision?

*How do you involve my child in planning what their education provision and support looks like?
How are children and young people supported to ensure that their voice is heard?*

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- We have an active School council, where pupils are elected each year to represent their peers in their form class. The School council consults on whole school plans, leads on charity activities at school and is able to express pupil views to senior leaders throughout the school year.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- There are annual pupil questionnaires where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a pupil takes part in an intervention programme, then they will contribute their views to the half-termly review of progress.
- If your child has an EHCP or Statement of SEND, their views will be sought before and during any review meetings

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

A parent/carers first point of contact should be the child's form tutor or subject teacher to share concerns.

Parents/carers can also arrange to meet the Assistant Headteacher/SENDCo (Mrs L Cunningham):

sdascombe@westfieldschool.net or 01234 267353

Are you a school specifically supporting people with:

Please Tick

Autistic Spectrum Conditions	✓
Communication Impairment	✓
Hearing Impairment	✓
Learning Disability	✓
Mental Health Conditions	✓
Visual Impairment	✓
Physical Impairment	✓
Other (please specify) HIVE – SEMH Provision	✓

Database Permissions

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

I consent to you making available the information I have supplied in the following ways:
(please tick)

In writing and on the telephone	
On the internet	

Data Protection: All information you send will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to localoffer@bedford.gov.uk

Please attach any leaflets you provide or additional information for parents and young people.

If you have any questions about any part of this form please contact us:

Email localoffer@bedford.gov.uk
 Telephone 01234 276884
 Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

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