

Westfield School Parents' Information

SEND Information Report 2017/18

Introduction

All maintained schools within Bedford Borough have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. In addition it is expected that the needs of pupils with Special Educational Needs and Disabilities are being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

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

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* will become enacted in 2014. From this date, LA's 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 SEND Information Report

If your Child has Special Educational Needs, what can we at Westfield School offer you?

At Westfield School, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

1. Who are the best people in this school to talk to about my child's difficulty with learning/Special Educational Need or Disability (SEND)?

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): lbell@westfieldschool.net or 01234 267353

The form/subject teachers (See pupil organiser)

Responsible for:

- Checking on 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/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), and tracking progress towards subject specific targets.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo: Mrs L Cunningham B.Ed Hons, NASENCo Award, MA Education

Responsible for:

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are:

- i) involved in supporting your child's learning.
- ii) kept informed about the support your child is getting.
- iii) involved in reviewing how they are doing.

- 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 Additional Needs register (a system for ensuring that all the SEND needs of pupils in this school are known) 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 Head teacher: Mrs K Watts BA(Ed) Hons, NPQH

Responsible for

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

The SEND Governor: Mr. A Neate

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01234 267353

2. What are the different types of support available for pupils with SEND in our school?

a) Class/Subject teacher input, via excellent targeted classroom teaching (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 (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teachers will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Interventions which may be:

- Run in the classroom or a small group room.
- Run by a teacher or a Learning Support Assistant (LSA).

Some examples of the types of interventions used at Westfield School include:

- Sounds-write phonics
- Dockside Catch-up Reading Intervention
- Guided Reading Intervention
- Speed Up! – Handwriting
- Lego Therapy
- Sensory Room
- Thrive Approach
- Accelerated Reader Programme
- Numbershark / Wordshark ICT interventions
- Motor Skills United – Fine and Gross Motor skills
- 1:1 Maths interventions – Plus 1, Power of 2, numicon
- 1:1 reading and spelling interventions – Toe by Toe, Hornet Literacy Primer
- Elklan Speech and Language
- Therapeutic Story writing

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: SEN Support (SS)

The four step cycle of Assess – Plan – Do – Review is the basis for our whole school graduated approach to identifying and responding to SEND.

- Assess – this includes a clear analysis of the pupil's needs. This is repeated as the pupil moves through the school to ensure support and intervention are matched to their needs.
- Plan – the class or subject teacher and SENDCo, in consultation with the parents and student, will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Do – the class or subject teacher remains responsible for working with the pupil on a daily basis, supported by the SENDCo, teaching assistants or specialist staff as appropriate.
- Review – the effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The cycle is then repeated. The progress of all students is reviewed at least termly.

In addition a pupil may be identified by the SENDCo/Subject or Form teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Advisory Team, Behaviour Support Team or Sensory Service (for children with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS)
- Health services such as speech and language therapists, School nurse team, CAMHs, CHUMS, physiotherapy

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 and you to 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.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via 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.

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

- Local Authority central services such as the ASD Advisory Team, Behaviour Support or Sensory Service (for children 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 an Education, Health and Care needs assessment of your child's needs. This is a legal process which 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 an EHC needs 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 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 EHCP will outline the long and short-term goals for your child with recommendations of how these goals can be achieved and how your child needs could be supported.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's form or subject teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).

4. How will the school let me know if they have concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child

5. How will you know how your child is doing at school?

In addition to the normal school reporting process, pupils on the Additional Needs Register with an EHCP will have a 'champion' (Keyworker) who meets with your child regularly and is available to meet with parents/carers twice yearly at the Parent consultation meetings. The keyworker will also advise teaching staff about strategies to support your child in mainstream lessons and will liaise effectively with Learning Support Assistants who are working with the designated pupils. The keyworker will also attend multi-agency meetings, as necessary. Keyworkers will initiate IEP review meetings, we consider that the parents/carer's views are a vital part of the review and therefore request your attendance and support for your child.

Pupils with an Education, Health and Care Plan (EHCP) will also have an Annual Review Meeting and outside agencies may be invited to attend.

School reports are sent home three times a year at the end of each term to reflect your child's achievements and effort in all subjects. In addition at the end of the school year each pupil receives a written report from their form tutors and those on the Additional Needs Register for SEND also receive a separate report for their progress in interventions.

6. How does the school assess pupils for SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If your child is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Children can fall behind in school for a variety of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Westfield School we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Subject Teachers, support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. At Westfield School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teachers. The SENDCo will also support with the identification of barriers to learning using a range of diagnostic assessment tools. In some cases we may also seek additional professional advice from external support agencies.

7. How extra support is allocated to pupils and how is any progress with this extra support monitored?

The school budget, received from Bedford Borough Council, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- Children getting extra support already,

- Children needing extra support,
- 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 SEND 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.

8. Who are the other people providing services to children in this school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a 1:1 basis.
- Learning support Assistants (LSA) delivering a range of literacy and numeracy interventions with either individual children or small groups.
- Trained Sounds-write teachers and LSA's delivering small group phonics sessions.
- Various ICT support programmes re-enforcing mathematics and literacy delivered by LSA's during specified small group or individual sessions, according to need.
- All pupils have access to the highly motivating accelerated reader programme.
- Higher Level Teaching Assistant (HLTA) providing daily support and Nurture Group for pupils with English as an Additional Language (EAL)
- Learning Support Assistants and Learning Mentor offering support for children with emotional and social development through our Enrichment Centre
- Two members of the senior leadership team and two HLTA's have Thrive Approach training

Specialist provision for SEMH - HIVE

- The school hosts a specialist provision for children within the local authority, who have an EHCP with a prime need of social, emotional and mental health.

Local Authority Provision delivered in school

- Autism Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Bedford Borough Parent Carer Forum
- SALT (Speech and Language Therapy)
- Local Authority Early Help Team Professionals

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

9. How are the teachers helped to support children with SEND in school and what training do the staff at Westfield School have?

The SENDCo's job is to support the teachers in planning for children with SEN.

- 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 through staff meetings and training days.

In addition to general staff INSET days:

- The SENDCo is a qualified teacher and has achieved the National Award for SEND Co-ordination and has completed a Masters Level Degree in SEND.
- The SENDCo and Reception teacher have completed the ELKLAN Speech and Language qualification.
- 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
- An LSA is currently studying towards a post graduate certificate in Behaviour, Social, Emotional and Mental Health needs.
- 5 teachers and 3 LSA's/HTLA have completed the course 'English as an Additional Language in Mainstream schools'
- A Teacher is trained in the therapeutic Story writing course
- All staff have yearly re-fresher training in Child Protection and Safeguarding

10. How will the teaching be adapted for my child with SEND?

Subject 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.

- 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.
- 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

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

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. (see Newswire for dates)
- 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 targets will be reviewed with your involvement at least twice a year.
- Homework will be adjusted as needed to your child's individual requirements.
- 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.

12. How will your child be able to contribute their views?

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. How is Westfield School accessible to children with SEND?

The site has been adapted so that all areas can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility. The school also has a lift enabling easy access to the second floor classrooms for all pupils. In addition:

- 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 has a quiet sensory room that can be accessed by pupils when needed

14. How will we support your child when joining this school, transferring to upper/secondary school or moving into another form class?

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 understand 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 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 a Statement or 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.

15. How will your child be included in activities outside the classroom, including school visits?

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, in year 8 there is the opportunity for pupils to access a residential visit.

16. How will we support your child's social and emotional development?

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 we 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 youth groups.
- Pupils have daily access to the learning mentor – Miss V Mawdsley
- Currently 4 members of staff are training to become a Thrive Approach practitioner

If your child still needs extra support, with your permission the SENDCo or Learning Mentor can access further support through the EHA process.

17. How is the school's Governing Body involved and what are their responsibilities?

The SENDCo reports to the Governing Body annually to inform them about the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times.

- 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. The SENDCo reports to the Headteacher and appointed Governor termly.

18. Who can you contact for further information or if you have any concerns?

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

Parents/carers can also arrange to meet the Assistant Headteacher /SENDCo (Mrs L Cunningham): lbell@westfieldschool.net or 01234 267353

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Bedford Borough Council Local Offer www.sendguide.bedford.gov.uk
- Send Advice: offering independent, free advice for parents of children with SEND: www.bedford.gov.uk/education_and_learning/parental_support/parent_partnership_service.aspx
- IPSEA: (Independent Parental Special Education Advice): www.ipsea.org.uk
- NASEN: www.nasen.org.uk
- The National Autistic Society Bedfordshire Branch: www.autismbedfordshire.net
- British Dyslexia Association: www.bdadyslexia.org.uk
- Parent Carer Forum: www.bedfordshireforums.com/page2.htm
- Bedfordshire Educational Psychology Service: www.bedford.gov.uk/education_and_learning/special_educational_needs_-_sen/education_psychology.aspx
- School nurse team: www.sept.nhs.uk/Community-Health/Bedfordshire-Community-Health-Services/Childrens-Special-Needs-School-Nursing-Service.aspx
- Bedfordshire Young Carers: www.carersinbeds.org.uk

- Winston's Wish, a national charity supporting families that have been bereaved: www.winstonswish.org.uk
- Bedfordshire Sensory and communication Support Team: www.bedford.gov.uk/education_and_learning/special_educational_needs_-_sen/sensory_impairment_team.aspx
- NDCS, National Deaf Children's Society: www.ndcs.org.uk
- CAMHS, Child and Adolescent Mental Health Service: www.sept.nhs.uk/Mental-Health/Young-People-Services/Child-and-Adolescent-Mental-Health-Service.aspx
- Young minds: www.youngminds.org.uk
- Genetic disorders: www.geneticdisordersuk.org
- Child Development Centre (CDC) Kempston: www.sept.nhs.uk/Community-Health/Bedfordshire-Community-Health-Services/Childrens-Nursing-Team-at-the-Child-Development-Centre.aspx
- Bedford Borough SEND Team: www.bedford.gov.uk/education_and_learning/special_educational_needs_-_sen/send_team.aspx