

Westwood Academy's SEN School Information Report (September 2018).

This report is prepared by the school under section 317 (5) (a) of EA 1996 (duties of governing bodies in relation to Special Educational Needs).

The Director with responsibility for SEN is Tosca Boothman.

The school SEN policy and Disability Access policy can be found [here](#).

1. What kind of special educational needs provision is made at Westwood Academy?

Westwood Academy is an inclusive school. We ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We provide personalised education across the four broad areas of SEN:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health,
- sensory and/or physical needs.

2. How do we identify children who may have a special educational need?

Assessment and review procedures follow the graduated response pattern.

If a class teacher has a concern about a child, either directly, or as a result of discussions with parents, they complete a concerns form, which is passed to the SENCO. The SENCO may carry out further assessments or observations, and will then discuss the child with the Class Teacher.

The child will either remain on a 'concerns' list or else a personalised programme of intervention will be devised by the class teacher if a child is not progressing satisfactorily despite normal differentiation strategies. Parents are informed and together with the child, the Class Teacher, SENCO and any other appropriate contributors, a plan is drawn up to meet the child's needs and deliver positive outcomes. The plan records only that which is additional to or different from the differentiated curriculum plan that is in place as part of provision for all children.

3. What provision is made for children with special educational needs, whether or not an EHC Plan is in place, including:-

a) How is the intervention/support monitored as to its effectiveness?

Children work towards outcomes through a person centered "One Plan" approach, monitored termly with all stakeholders. Children's progress will be monitored through the school's "Pupil Progress Meeting" (PPM) system. This will be carried out on a half termly basis and parents will be invited at the end of each term to discuss their child during One Plan meetings.

b) What are the school's arrangements for assessing and reviewing progress of children with SEN?

Those children identified as benefiting from intervention/support are monitored against the progress they are making, at half termly pupil progress meeting. The impact of the

interventions is evaluated and future actions planned to ensure progress continues.

c) What is the schools approach to teaching children with SEN?

We are an inclusive school, ensuring that all pupils achieve their full potential usually through classroom differentiation and small group work or in some cases through 1 to 1 teaching. We employ a range of strategies personalised to the specific needs of each child. This includes pastoral arrangements designed to help support improving emotional and social development, and to prevent bullying delivered primarily through a dedicated learning mentor.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching are adapted to meet the specific needs of the individual child. The school will continue to take all reasonable steps to modify/adapt the learning environment to meet the individual needs of children, including ensuring that they are able to engage with other children and young people who do not have SEN.

e) What additional support is available for children with SEN?

The school provides a range of various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. Staff skills are updated to meet the needs of the children in the current cohort.

f) What support is available for ensuring the emotional and social development of pupils with SEN?

Children in all year groups access the SEALs (Social Emotional Aspects of Literacy) curriculum. There is also access to a learning mentor who supports children with emotional and social difficulties to access the curriculum, which could also be used to support with bullying if it occurred. The school also accesses specialist teacher support to assist with children with specific emotional and social difficulties. These strategies, along with ad hoc adaptation as required, support children with SEN to engage in the same activities as those who do not.

4. Who is the named SEN contact?

Gemma Clarke.
Westwood Academy,
Beresford Close,
Hadleigh,
Essex SS7 2SU.
01702 559467.

The SENCO is a qualified teacher, with a postgraduate National Award for SENCO.

5. What specific expertise is available to children with SEN?

Staff delivering interventions have been trained appropriately, across a range of literacy and numeracy strategies. Where a child has a particular need that is not met from existing capacity, training and resources or new expertise will be sought to build that capacity.

Additionally, the use of external specialist teachers is undertaken to ensure that support for children is appropriately resourced and delivered when needed.

The school employs a learning mentor to support children with skills directed at helping

children with social and emotional difficulties to access the curriculum effectively.

6. What specialist equipment and facilities are there for children with SEN?

The school has resources required to deliver a broad range of literacy and numeracy interventions. It also has a dedicated medical room, a range of ICT designed to support all learning and the use of a learning mentor on site. A range of equipment exists that is in use to support children in school with their specific needs, supported by our work with external specialist teachers.

7. What arrangements are there for consulting and involving parents of children with SEN?

Collaboration and partnership with parents is actively encouraged in every child's education. For children with SEN, this can take the form of:-

- informal discussions;
- telephone contact;
- home/school diaries;
- enhanced provision plans;
- progress reviews; and
- yearly written reports.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets developed in One Plan Meetings and in class, which are shared, discussed and worked upon with those members of staff who are providing their additional support.

When developing what outcomes will support children with SEN, the child will be involved in the process in an age appropriate way whenever possible.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

We are always looking to improve our practise – it is a guiding principle of all aspects of the school. As such we openly encourage any feedback and will deal with it using a fair, open approach always with the child's interest at the centre of what we do.

Any compliments, concerns or complaints relating to the school's SEN provision can be made using the school's complaints procedure. This policy outlines the different stages of a complaint and who to refer to at which stage, the latest copy of which can be found at:-

<http://www.westwoodacademy.org/Documents>

A copy is also available at the school office for reference, or advice can be sought from the school office or SENCO.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet each child's individual needs, the school will work with and seek advice as appropriate from an educational psychologist, advisory teacher, speech and

language therapist or health or social care colleague to support the child's academic and social progress. We seek to use a partnership approach to best meet the needs of all children, so will engage bodies to support our children's needs as appropriate.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32*?

Outside of the school systems for supporting children with SEN, Essex County Council provides support for parents through a "Parent Partnership Service". The contact details are:-

Essex Parent Partnership Service Helpline: 01245 436036

Email: parentpartnership@essex.gov.uk

12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

Through transition meetings, we will:-

- Consult with parents/carers as to how we can best meet the emotional needs of the child during the transition;
- Consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child;
- Arrange acclimatization opportunities for the child and parent to have supported visit's to the new situation.

13. Where is the Local Authorities Local Offer published?

All Essex school's contributed information to the creation of the Local Authorities "local offer". The "portal" to Essex County Council's local offer is listed below. This site details all of the services available in the local and county wide area that may be useful for supporting children and young people with SEN.

<http://www.essexlocaloffer.org.uk>

14. Legal Duties

The school has an Access Plan and Equality Objectives in place to ensure it meets it's legal duty. This can be found on our school information page. Other useful links include: -

[Children and Families Act 2014 Chapter 6](#)

[The SEND Regulations 2014](#)

[Equality Act 2010](#)

[SEND Code of Practice 2015](#)