



Special Educational Needs and Disability Information Report

Special Educational Needs and Disability (SEND). A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ✓ has a significantly greater difficulty in learning than the majority of others of the same age or;
- ✓ has a disability which prevents or hinders him or her 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

1. How will we know if your child needs extra support?

- ✓ Transition meetings with primary schools in which we discuss all children and their strengths and difficulties – these meetings highlight children requiring additional support.
- ✓ Baseline assessments upon arrival and regular monitoring and assessment highlights areas in which young people need additional intervention for support with learning.
- ✓ Referrals or concerns received from staff are explored and investigated and appropriate support is put in place where necessary.
- ✓ Our open door policy invites parents and carers to contact school with any concerns which can be discussed and investigated – SEN review weeks and drop in evenings are held termly with the SENCo and the SEN team.
- ✓ Pupils themselves can self-refer if they feel they need support.

2. What we ask you to do if you feel that your child has a special educational need?

- ✓ Contact school and ask to speak or meet with the SENCo (Miss G Johnson) to outline your concerns. These concerns will be fully investigated and relevant support put in place where appropriate.

3. How will school staff support your child?

- ✓ In the first instance many children can be successfully supported through quality first teaching and suitable differentiation within the classroom.
- ✓ Where additional support is required assessments will be completed and a plan will be put into place which could include:
 - ✓ In class support
 - ✓ Small group/1-1 literacy or numeracy intervention
 - ✓ Small group/1-1 support to help pupils with social, emotional and mental health difficulties
 - ✓ 1-1 support for behavioural coaching and mentoring.
 - ✓ Small group 1-1 support for developing social, communication and interaction skills.
 - ✓ Small group/1-1 support for improving fine motor skills and handwriting.
 - ✓ Access to specialist literacy/numeracy packages.



(Where intervention packages are put in place, this will inevitably mean short or long term withdrawal from mainstream classes.)

- ✓ This plan will be communicated to you by the SENCo/Inclusion and Learning Support Coordinators who will also monitor the effectiveness of the interventions.
- ✓ Interventions will be monitored and reviewed on a termly basis using a whole range of data and information pertinent to each individual child and their progress.
- ✓ The school's Governing body has an overview of young people with SEN and the provision available to them.

4. How is our curriculum matched to your child's needs?

- ✓ In most cases all children will follow the same curriculum, however this will be differentiated according to need and ability ensuring that all learning is accessible and that all pupils can experience a sense of achievement.
- ✓ Classes are set according to ability – in each year group we have a nurture class for those pupils experiencing significant learning difficulties. Nurture classes are kept much smaller in number than other classes to allow for more individual teacher input and will always have a TA present.
- ✓ If appropriate at Key Stage 4 a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations.

5. How will we know how your child is progressing? How will we communicate this to you? How will we support you in supporting your child?

a) In addition to the normal reporting arrangements what opportunities will there be for you to discuss your child's progress with staff?

- ✓ Open door policy – You can contact school at any time to request to speak to a member of the SEN team and at our earliest availability we will arrange a meeting or telephone conversation.
- ✓ There will be SEN review weeks throughout the year to offer parents the opportunity to meet with us and share good practice, review important information shared with staff and raise any concerns you may have. These dates are available on our school calendar.
- ✓ SEN staff will be available for additional meetings on review evenings and parent's evenings.
- ✓ SEN staff, where appropriate will be in attendance at Early Help Meetings.
- ✓ Annual review of Education, Health and Care plans.

b) How does the school know how well your child/young person is doing?

- ✓ We have in place a rigorous assessment and monitoring schedule, that includes review of students' work, review of assessment data, lesson drop in and formal observation regular discussion of student progress at faculty and year team meetings. We hold regular progress meetings throughout the year to discuss and evaluate student progress.



c) How will you know what progress your child should be making?

- ✓ Our termly reporting system
- ✓ Parents' evenings and review evening
- ✓ PLCs

d) How will we explain to you how your child's learning is planned so that you can support this outside of school?

- ✓ Curriculum intent documents and long term plans on school website.
- ✓ Parents' Evenings offer an ideal opportunity to discuss learning in specific subject areas with subject specialists who can offer advice.
- ✓ Planners can be used for home school contact.
- ✓ Through the annual review and process and as an on - going professional dialogue, staff will provide information on the strategies employed within the classroom which can be discussed and reinforced at home.

e) How and when will you be involved in planning your child's education?

- ✓ When your child is identified as having a Special Educational needs all provision planned will be done in discussion with you to be sure all parties understand and agree that the support is suitable.
- ✓ Parental views are regarded as vital to the planning process and these will be sought in a number of ways throughout the school year including the Parent View Survey, Parent's Evening discussions and our regular Parent's and friends of Westleigh meetings which are held half termly.

6. What support will there be for your child?

a) What is the pastoral, medical and social support available for children with SEND?

- ✓ In addition to the extensive whole school pastoral support package young people with SEND could receive additional personalised support including : nurture class support, access to support and intervention through our Inclusion Centre or Orchard Provision; access to the Inclusion Centre before and after school and at break times and lunchtimes.
- ✓ Through our Inclusion Centre we offer a wide range of interventions to help pupils with social, mental and emotional health difficulties tailored to individual need and circumstance.

b) How do we manage the administration of medicines and providing personal care?

- ✓ Where young people are identified as having physical a medical needs requiring medication to be administered in school a Health Care Plan will be completed and necessary arrangements implemented, fully supported by the SEND team and medical professionals where appropriate.



c) How do we support children during unsupervised time?

- ✓ At breaktimes and lunchtimes the Senior Leadership Team and members of teaching and support staff supervise activity all across the school site.
- ✓ Pupils with SEND are invited to spend their break times and lunchtimes in the Learning Support Centre which is fully staffed and a range of activities are on offer.

d) How does school manage transitions between different activities during the day?

- ✓ We insist on a very orderly and prompt transition between lessons throughout the day and there is a high staff presence to ensure this ethos is upheld.
- ✓ Pupils in nurture group can be escorted to and from lessons should this be appropriate – with some moving between lessons before the wider school population where need arises.
- ✓ Visual timetables are available to support the transition between lessons and enable pupils with SEN to prepare their day and transitions in advance.

e) What support is there for behaviour, avoiding exclusions and increasing attendance? How will your child be able to contribute his/her views?

- ✓ Through our Inclusion Centre we offer a wide range of interventions to help pupils with social, mental and emotional health difficulties tailored to individual need and circumstance.
- ✓ We have a full and comprehensive rewards and sanctions policy with the emphasis on rewarding achievement and positive contributions to school.
- ✓ We employ a restorative approach to dealing with behavioural issues.
- ✓ We have an internal exclusion room to avoid external exclusions and ensure that education is not interrupted due to poor behaviour wherever possible.
- ✓ Parental contact is a high priority when any incidents of poor behaviour occur in order for issues to be remedied and a consistent approach to be adopted.
- ✓ We employ non-teaching heads of year and an attendance officer to support pupils and parents in maintaining excellent attendance to school and breaking down any barriers which may impede this.
- ✓ Our attendance policy is inclusive of rewards for excellent attendance and punctuality. This is celebrated in year group assemblies and publicised whole school.
- ✓ When problems with behaviour and attendance are persistent we engage with external agencies to offer increased and personalised packages of support including Early Help Plans.
- ✓ Young people's views are taken into account at every stage of their education through pupil voice, contributions to meetings about their progress and achievement and involvement in interview processes.

f) How will we use the expert knowledge you have about your children?

- ✓ At all relevant points in your child's education your views and advice will be sought in order to help us fully understand their needs, strengths and difficulties.



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

- ✓ Staff in our SEN department access a wide range of specialist training and CPD in order to ensure that the needs of children can be met.
- ✓ We engage support for a wide range of services including: Mental Health teams, Counselling services, Sexual Health teams, Targeted Education Support Services, Educational Psychology Service, Drug and Alcohol Teams, Community Support Services and voluntary organisations, Startwell and Social Care and medical professionals.
- ✓ Where any specific needs arise we ensure that the most appropriate experts are engaged to work with us and our young people and their families to offer the best possible support.

8. What training are the staff supporting children and young people with SEND in receipt of.

- ✓ Literacy: We have staff trained in multi - sensory phonics programmes, Talking Partners, Delivering Toe by Toe and Word Wasp, Dyslexia Awareness and Learner Friendly classrooms. We also invest in IDL and Lexia alongside the whole school Accelerated reader drive for year 7 & 8.
- ✓ Numeracy: We have staff trained in Maths Recovery, Numicon, delivering Plus 1 and Power of 2. We are also investing in online programmes such as IDL numeracy.
- ✓ Emotional and behavioural Support: All support staff have received training in restorative approaches to behaviour management, coaching and mentoring of individual pupils. Further to this, our support staff have attended a range of training provided by the local authority to support young people who need nurture, anger management etc. TAs have also received training on use of Social stories and comic strip stories via our local Educational Psychology service.

Teaching Staff have attended INSET training delivered by SENCo on: differentiation, dyslexia awareness and Learner Friendly Classrooms and Best Use of Teaching Assistants in the Classroom.

9. How will your child/young person be included in activities outside the classroom, including school trips?

- ✓ The school provides a wide range of educational and extra – curricular activities taking account of varying capabilities and interests.
- ✓ Teaching assistants and SEN staff attend school trips enabling all pupils to be involved.
- ✓ Parental advice and expertise will always be sought where necessary as part of Health Care plans / risk assessments and in providing consent for pupils to attend educational visits and school trips.



10. How accessible is the school environment?

- We are a single level site with wheel chair access to all buildings and classrooms.
- We have accessible changing and toileting facilities.
- We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners.
- Where necessary we will employ the support of translators or supportive family members to communicate with parents whose first language is not English.
- The school SEN budget and personal budgets allows us to provide equipment and facilities to support children and young people with Special Educational Needs.

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

- Transition meetings are held with primary schools in which we discuss all children and their strengths and difficulties – these meetings highlight children requiring additional support.
- We offer a more intensive transition package in addition to regular transition days, in order to enable pupils to meet key staff and classmates, adapt the become familiar with their new learning environment and discuss any concerns they may have.
- At all key transitional points the SEN team offer support to ensure that appropriate provision is available to make the transition as smooth as possible, for example the SENCo is available to attend and advise at options interviews and can offer support and advice when decisions are being made for Post 16 pathways. Local Authority representatives will be present at EHCP reviews in Year 11 to fully support Post 16 transition.
- When pupils encounter a transition between school post year 7 we liaise with the donor school and any agencies involved to gather pertinent information, complete an assessment of need and put in place a plan for their successful integration into school life with us.
- We liaise closely with Post 16 establishments to pass on relevant information and where necessary arrange transition sessions. Support can be offered for college assessments and interviews.
- Our School careers advisor (Mrs Joan Courtney) will provide reports and endeavor to attend Annual Review Meetings in year 9, 10 & 11 to help prepare young people for their future. She will also arrange meetings with young people in school to offer advice and support.
- We can liaise with the transport team to arrange independent travel training where appropriate.
- Information sharing when a child moves on is prompt and detailed in order for their needs to be met and for support and provision to be in place. This will include details of support and provision currently in place in order for a new school to implement a similar support package.



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

- Schools are given an additional amount, referred to as the 'notional SEN budget', it covers around £6,000 per pupil with SEN, over and above core funding. We will use this funding to meet pupil need and where necessary approach the Local Authority when high level needs cost more.
- As a school we ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced whenever applicable to ensure that barriers to learning are broken down and achievement is optimum.
- Our SEN Budget is devoted to employing well skilled Teaching Assistants, purchasing appropriately differentiated and accessible resources, securing training and professional assessments and ensuring that the school environment is learner friendly.

13. How is the decision made about what type and how much support my child/young person will receive?

- We offer a graduated approach to SEN in order to identify difficulties; assess need in conjunction with class teachers, parents and pupils and plan for appropriate support and provision:
- Where pupils are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties. It may also inform curriculum pathways.
- Where appropriate differentiation and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1-1 intervention implemented that is suitable to the needs of the child and assessed regularly.
- Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.
- At all stages parents should be involved in the decision making process. Our open door policy invites parents to contact us at any time with any questions or concerns.
- A centrally held, comprehensive information database outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEN team, offering strategies for staff to employ when teaching individuals.
- The SENCo reviews the SEN register, pupil attainment data and pupils in receipt of support termly. We often take advice from our TESS teacher should we have any specific concerns.
- Parents, pupils, teachers and teaching assistants are all important stakeholders and can be involved in the decision making process with regards the levels and types of support offered.



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- ✓ Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by sharing all relevant information, by offering your expert knowledge and by supporting school and reinforcing the work we do in the home.
 - ✓ We will measure the impact of interventions in a number of ways to ensure a holistic picture of achievement, some of which are outlines below:
 - ✓ monthly SEN planning meetings;
 - ✓ reviews of attainment data and pastoral data;
 - ✓ learning walks and reviews of pupils work;
 - ✓ pupil voice conversations;
 - ✓ staff consultation in readiness for formal reviews.

14. How are parents involved in the school? How can I be involved?

- ✓ Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by sharing all relevant information, by offering your expert knowledge and by supporting school and reinforcing the work we do in the home.
- ✓ Your involvement in your child's education is crucial. We would encourage talking to them about what they are learning, supporting them with homework and revision and encouraging them to remain positive about their learning experiences and developing attitudes that enable them to see challenges and mistakes as an important part of the learning process.
- ✓ Encouraging reading and reading with your child is hugely valuable and will make a significant difference to their learning capacity and learning attitudes.
- ✓ Seek advice from staff as to how you can support learning in specific subject areas.
- ✓ Access school apps to keep abreast of your child's learning experiences and homework set.
- ✓ You may also wish to attend the parent's and friends of Westleigh group that meets half termly.
- ✓ Attend parent's evenings and any other meetings pertinent to your child; your views and expertise is valued and always welcome.



15. Who can I contact for further information?

- Your first point of contact if you wish to discuss anything about your child would be their form tutor or Head of Year.
- Other key staff in school are: TAs, Attendance Officer (Mrs Zoe Bramwell) and Pastoral Manager (Mr Jeff Williams).
- If you are worried about anything contact your child's form tutor or Head of Year, who will direct you to another appropriate member of staff in the unlikely event that they are unable to deal with your concerns themselves.
- If you are considering whether your child/young person should join the school you should contact Miss G Johnson (Assistant Headteacher/SENCo).
- You can contact any member of staff by telephoning the school on 01942 202580 or e-mailing enquiries@westleigh.wigan.sch.uk

- Further information about support and impartial advisory services and the Local Authorities Local Offer can be found at
<https://wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Impartial advice and guidance in the case of dispute can be accessed via:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/Advice/Support-and-advice/IAS-Service.aspx>

- Alternatively you can contact:

Targeted Education Support Service (TESS) on 01942 201914;
Wigan's Parent partnership Service Tel: 01942 486131 - e-mail
sheila.robinson@wiganmbc.gov.uk
Access & Inclusion Team - Tel: 01942 486132