

The Westleigh School

SEND Information Report 2025 – 2026

Our School



Whole School Vision and Ethos

At Westleigh we aspire to fulfil our dreams & achieve with all our might. Together we tackle the barriers that may stand in our way.'

Our Vision for SEND

















At Westleigh we believe that children with SEND have barriers to overcome, not limitations. We are ambitious for all of our learners and firmly believe that they can achieve. Young people are at the very heart of everything we do and breaking down the barriers to their learning to allow them every success, both at school and beyond into adulthood, is our absolute priority.

Our Mantras

*Intervention for children should happen **within the classroom** as much as possible.*

All children should be given the tools to help them work independently and successfully.

All children with or without SEND **can** achieve.

<p>Definition of SEND</p> 	<p>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.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age or; • has 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 								
<p>Meet our SENDCO</p> 	 <p>The SENDCO is Mrs Gill Ashton The Assistant SENCo is Miss Victoria Ormshaw</p> <p>If you would like to contact Mrs Ashton or Miss Ormshaw, please call school on 01942 202580 or email: gill.johnson@westleigh.set.org victoria.ormshaw@westleigh.set.org</p>								
<p>Special Educational Needs</p> 	<p>At The Westleigh School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>SEND is categorised into the following areas in the SEN code of practise 2014:</p> <table border="1" data-bbox="539 1279 1453 1800"> <tbody> <tr> <td data-bbox="539 1279 847 1413"></td><td data-bbox="847 1279 1453 1413">Cognition and Learning</td></tr> <tr> <td data-bbox="539 1413 847 1541"></td><td data-bbox="847 1413 1453 1541">Communication and Interaction</td></tr> <tr> <td data-bbox="539 1541 847 1668"></td><td data-bbox="847 1541 1453 1668">Social, Emotional and Mental Health</td></tr> <tr> <td data-bbox="539 1668 847 1800"></td><td data-bbox="847 1668 1453 1800">Sensory and Physical</td></tr> </tbody> </table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
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<p>Identifying and Assessing Need</p>	<p>Information will be gathered from partner primary schools using a person - centred plan document capturing all strengths and difficulties and relevant areas of need.</p> <p>Transition meetings with primary schools will follow on, adding more detail and a comprehensive overview for each individual child.</p>								



Students identified as requiring additional support will be invited to additional transition sessions where we can meet and informally assess provision needed.

All students will attend at least one transition day to meet staff – this will be followed with a transition evening and the opportunity for parents to meet with key staff. We will devise draft pupil passports and support plans at this point.

Baseline assessments upon arrival and regular monitoring and assessment highlight areas in which young people need additional intervention for support with learning.

At The Westleigh School we work closely as a team and if staff have a concern about a child, they fill in a request for support form. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



After a period of observation and assessment we will determine if a child needs to be placed on the SEND register and invite parents/carers for a meeting, where we will share the objectives the child will work towards, the reasonable adjustments in place and the actions we will take to support them towards reducing the barriers to their education.

Staff can access the Wigan Ordinarily Available Practice and the Greater Manchester Ordinarily Available Practice: a guide to what should be available to support all students) to help support children's learning within the classroom.

Our approach to teaching children with SEND



We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

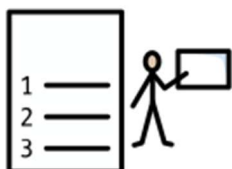
We use the EEF guidance 'Five-a-day' and embed the key principles into our inclusive teaching framework.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



We use the Wigan and Greater Manchester Ordinarily Available Guidance to complement our adaptive teaching approaches.




Curriculum adaptations



Visual timetables	Pre teaching key vocabulary	Clear Success criteria
Explicit Instruction & live modelling	Assistive technology	Peer mentoring
Self-assessment	Positive behaviour support	Sensory and physical support tools
Flexible Grouping	Scaffolding	TA Support

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises. All children with an identified SEND need will have an Individual Learning plan and their bespoke reasonable adjustments agreed and outlined.

<p>Medicines and personal care</p> 	<p>Where young people are identified as having physical or 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.</p> <p>Our medical officer is Mrs Claire Simms :</p> <p>claire.simms@westleigh.set.org</p>
<p>Support at unstructured times</p> 	<p>At breaktimes and lunchtimes the Senior Leadership Team and members of teaching and support staff supervise activity all across the school site.</p> <p>Students with SEND are invited to spend their break times and lunchtimes in the Inclusion Centre which is fully staffed and a range of activities are on offer.</p> <p>There are a number of extra - curricular clubs with all students welcome to attend. These are widely promoted and timetables available in your child's form room.</p>
<p>Parent Consultations</p> 	<p>At The Westleigh School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>Mrs Ashton is available at all parents' evenings to discuss any concerns. We also operate an open-door policy and will respond to any contact within 48 hours.</p> <p>We also hold drop-in sessions/parent workshops every half term where parents can meet up with each other and our external support services and support each other in a safe environment. During these sessions we gather parental feedback on SEND provision at The Westleigh School, signpost to training courses and support groups and offer opportunities to meet up with outside agency representatives.</p> <p>All students with an Individual Learning Plan (ILP) will have an allocated Key Worker who will review their ILP with them and parents/carers 3 times per year. These reviews are used to celebrate the child's learning, looking at the progress they have made against the objectives and actions set and discuss next steps. A copy of this will always be shared with parents/carers.</p> <p>During the year a parental survey is shared to gain views on the school and the SEND provision.</p>

Child Consultations



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

Evaluating Provision



We regularly review the provision available to our SEND students and it's impact. This is done in a number of ways including:

Reviewing progress in Senior Leadership Team meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update actions and measure progress.

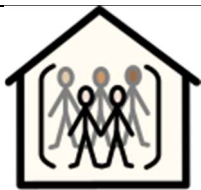
Holding termly reviews for children who are on Education Health and Care Plans, SEND Support and those requiring specialist support.

Holding annual reviews for children with Education Health and Care Plans Termly.

Staff Training

At The Westleigh School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand



the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly monitoring trends within the school and, where an area of concern is highlighted, whole school training can be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this and gain your informed consent with you first.

Some of our staff have completed training in the following areas. Some key staff are trained to deliver bespoke and specialist interventions to reduce the barriers to learning that our children with SEND may face.

Drawing and Talking Therapy	Lego Therapy	Comic strip conversations	Sounds-write phonics
Autism (Level 1)	Maths Recovery	Phonics (catch-up)	Positive Handling
Specific Learning Difficulties	Thrive Approach	Nurture support	Talking Partners
De escalation	Attachment	Guided reading	Sensory needs

Transition Support

Year 6 to Year 7

Our SEND team is always available at our open evening and for individual tours of school and bespoke pre-transition meetings.

We write to our partner schools in the spring term to request information sharing for those students transitioning to us.



We hold a parent transition evening for information sharing, to meet key personnel and for students with SEND to write an Individual Learning Plan in advance of their first day.

We hold a whole year group transition day and 3 additional transition mornings for those with additional needs requiring an enhanced transitional package.

Our open-door policy means we welcome individual visits to school.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with parents/carers to enable us to gain a greater understanding of the support we need to put in place.

We request all files and information be shared from feeder schools in a timely manner.

Post-16 transition:

EHCP reviews for those children in receipt of this level of support will be held early in the autumn term with LA representatives to ensure that plans are in place for a smooth transition

All students will receive careers advice and guidance from our careers advisor with our SEND students prioritised.

Students are supported to complete applications for college where needed and additional visits and taster sessions can be arranged in conjunction with college providers and alternative providers.

Transition between lessons and activities:

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.

Students supported by a teaching assistant 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 students with SEND to prepare their day and transitions in advance.



A small number of students with very high levels of need are met for a daily check in and handover at reception each morning




Accessibility



We are a single level site with wheel chair access to all buildings and classrooms.

We have accessible changing and toileting facilities.

	<p>We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners.</p> <p>Where necessary we will employ the support of translators or supportive family members to communicate with parents whose first language is not English.</p> <p>The school SEND budget and personal budgets allow us to provide equipment and facilities to support children and young people with Special Educational Needs and Disabilities.</p>
<p>Outside Agencies</p> 	<p>We work with the following agencies to provide support for children with SEND :</p> <p>Targeted Education Support Service Educational Psychology Service Speech and Language Team Occupational Therapists Mental Health in Schools Team CAMHS Social Services Early Intervention Team Salford Foundation Wigan Engagement Centres (This list is not exhaustive)</p> <p>We will ask for your informed consent before we arrange for any outside agencies to come in and work with your child. You will be included in the process and kept informed at all stages.</p>
<p>Clubs and Trips</p> 	<p>All our extra-curricular activities and school visits are available to all our children.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, anti-bullying ambassadors, student leaders etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>
<p>Compliments and Complaints Procedure</p>	<p>Your first point of contact is your child's form tutor or the Director of Standards for their college</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Head of College or Deputy Head</p>

	<p>Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>A copy of our Compliments and Complaints procedure can be found on our Website https://thewestleighschool.co.uk/about-us/statutory-information/compliments-and-complaints</p>
<p>Wigan Local Offer</p> 	<p>The Wigan Local Authority Local Offer can be found at : https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/Advice/Support-and-advice/IAS-Service.aspx</p> <p>Alternatively, you can contact:</p> <p>Targeted Education Support Service (TESS) on 01942 201914 SENDIASS 01942 233323 Wigan's Parent Partnership Service Tel: 01942 486131 Access & Inclusion Team - Tel: 01942 486132</p>
<p>Feedback</p> 	<p>'Since she came to this school her needs have been identified and things are in place. We are really happy with all the support in place.'</p> <p>'Great support. I am so pleased with how happy she is at school and how well she is doing.'</p> <p>'Thank you so much to the TAs and staff for always being there and helping with everything.'</p>