

# The Westgate School

## Special Educational Needs (SEN) Information Report

### 2023/2024

*“At The Westgate School our values and ethos are based on the fundamental belief that we are a community of learners - adults and pupils alike - in which every individual should be enabled to enjoy learning, develop as a happy and healthy individual who is able to make a unique and positive contribution to society: learning together, achieving excellence.”* Mrs Dean - Headteacher

At The Westgate School:

- we believe that every teacher is a teacher of every child.
- universal SEND provision is the first step in a graduated approach to SEND support
- we recognise that there will still be some children that need provision that is additional to, or different from, that encompassed by high quality inclusive teaching.

This SEND Information Report outlines how we support pupils with Special Educational Needs and Disabilities (SEND), to help them realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time to suit the individual needs of the learner. The information required to be included in the SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014.

Regulation	School provision
<p>The kinds of special educational needs for which provision is made at the school.</p> <p><i>What kinds of SEND do pupils have in your school?</i></p>	<p>Pupils are identified as having a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> <li>• have a significantly greater difficulty in learning than the majority of others of the same age, or</li> <li>• have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools</li> </ul> <p>(SEND Code of Practice, 2015).</p> <p>The Westgate School supports pupils with a range of Special Educational Needs including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory or Physical difficulties.</p>
<p>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.</p> <p><i>How do you know if a pupil needs extra help?</i></p>	<p>Identifying pupils with SEND is a process that involves responding to the information we are given, and the information we collect, about your child. This first happens when your child transitions to us from their pre-school or nursery to reception in our primary phase or from their primary school to our secondary phase. As part of this process, we listen to the views of the adults who have been working with your child, for example their previous SENDCO, you, the parents and your child.</p> <p>SEND is often identified by class teachers who notice pupils who are not making age-related progress and/or are having specific difficulties e.g. speed of processing, understanding material and handwriting. In the secondary phase, Year Leaders will undertake a Graduated Response in supporting your child, completing the Assess, Plan, Do, Review Cycle. A similar approach is undertaken by primary class teachers. The cycle involves:</p> <p><b>Assess</b></p> <p>A clearer understanding of the pupil's needs is developed by reviewing information from:</p> <ul style="list-style-type: none"> <li>• entry data and transition records</li> <li>• baseline testing (e.g. CATs)</li> <li>• attendance, attainment, and behaviour reports</li> <li>• parent/carer feedback</li> <li>• specialist assessments</li> <li>• external agency reports</li> </ul> <p>This stage may also involve a referral to our internal assessor for specific testing. This can include:</p> <ul style="list-style-type: none"> <li>• BPVS (vocabulary test looking at receptive language)</li> <li>• ACCESS reading test (that gives us an idea about a pupil's level of reading difficulty)</li> </ul>

	<ul style="list-style-type: none"> <li>• Dyslexia Screening Test Junior and Dyslexia Screening Test Secondary to screen for the risk of a pupil having dyslexia.</li> </ul> <p><b>Plan</b></p> <p>Teachers consider</p> <ul style="list-style-type: none"> <li>• universal SEND provision</li> <li>• targeted provision - this has clear outcomes, and is time specific (e.g. bespoke curriculum, additional resources, interventions, adult support)</li> </ul> <p><b>Do</b></p> <p>The pupil is added to the SEND register for monitoring purposes and a Pupil Plan is created in collaboration with the pupil and their parents/carers. It includes:</p> <ul style="list-style-type: none"> <li>• the pupil’s strengths and areas of need</li> <li>• the views of the pupil and their parents/carers</li> <li>• the SEN targeted provision to be made available to the pupil</li> </ul> <p>In the Secondary Phase the Pupil Plan and key strategies to be implemented by teachers are shared on Edulink. This means they are available to teachers to see when they take the class register. In the Primary Phase, the class teacher implements the Pupil Plan.</p> <p><b>Review</b></p> <p>Progress is reviewed at the end of each term and considers:</p> <ul style="list-style-type: none"> <li>• evidence of progress</li> <li>• transfer of skills to the classroom</li> <li>• pupil, parent/carer and teachers’ views</li> <li>• changes to support, provision and targets</li> </ul>
<p>Arrangements for consulting parents of children with SEN and involving them in their education.</p> <p><i>How will I be involved in discussions about and planning for my child’s education?</i></p>	<p>Working in partnership with parents and carers is fundamental to SEND provision at The Westgate School. We consult with parents through our school website, Edulink app, letters home, emails, phone calls, in-person meetings, school reports and parents’ evenings which allow for a more in-depth conversation with your child’s class or subject teachers.</p> <p>We hold regular whole school events to share our school ethos and values and show what the daily running of our school looks like through:</p> <ul style="list-style-type: none"> <li>• open mornings</li> <li>• ‘Partners in Learning’ talks (to update parents on different aspects of our provision, from SEND to safeguarding)</li> <li>• transition meetings</li> </ul> <p>If your child is on the SEND register, you will be invited to:</p> <ul style="list-style-type: none"> <li>• share your views and contribute to the termly Review Meeting (as part of the assess, plan, do, review cycle)</li> <li>• share your views and contribute to the Annual Review if they have an EHCP</li> </ul>

<p>Arrangements for consulting young people with SEN and involving them in their education.</p> <p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>The voice of the pupil is central to SEND provision at The Westgate School. All pupils are encouraged to participate in their learning in every lesson, every day and regularly self-assess and evaluate their progress. In the Secondary Phase pupils have time with their tutor every morning and also have a termly 1:1 meeting with them. We also consult with pupils through our school website, Edulink app, in-person meetings, school reports and parents' evenings which allow for a more in-depth conversation with your child and their subject teachers. Pupils also record their views on their school reports, to contribute to discussions on their progress.</p> <p>In both the Secondary and Primary Phase, we hold WTACs (Westgate Team Around the Child) when we want to discuss the needs of an individual pupil with their subject teachers. Pupils are asked to contribute to this by sharing their views and pupils have choice over how and where they do this to support those with SEND. For example, some pupils with autism might prefer to record their views instead of meeting with an adult 1:1.</p> <p>If your child is on the SEND register, they will be invited to:</p> <ul style="list-style-type: none"> <li>• share their views and contribute to the termly review meeting (as part of the assess, plan, do, review cycle)</li> <li>• share their views and contribute to the annual review if they have an EHCP</li> </ul>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes.</p>	<p>Parents/carers and pupils are included in the assessment and review of pupils' progress towards meeting outcomes in:</p> <ul style="list-style-type: none"> <li>• annual parents evening meetings</li> <li>• termly Pupil Plan review meetings in the Secondary and Primary Phase (for pupils on the SEND register as part of the assess, plan, do, review cycle)</li> <li>• Annual Review meetings (for pupils with an EHCP)</li> </ul>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.</p> <p><i>How will the school support my child when transferring between schools or to post-16 provision?</i></p>	<p>We liaise closely with primary schools and our SENCOs attend annual reviews and/or transition meetings for pupils with EHCPs who are joining us (where appropriate). We provide a longer transition programme for pupils with SEND and a scaffolded transition booklet to support their learning needs. The SENCOs also hold an information meeting for parents/carers of pupils with an EHCP in the summer term, to introduce themselves and key adults and explain the provision that will be in place to support their child.</p> <p>In preparing for Post-16 education, all pupils receive careers guidance as part of the Personal Development curriculum and careers workshops delivered by Hampshire Futures in Year 9. Pupils with SEND are supported during this process, through smaller group or 1:1 work.</p> <p>Early planning for post-16 transition is key, especially for pupils with an EHCP which will require consultation with college providers. All paperwork for this is completed in the annual review in Year 10.</p>

<p>The approach to teaching children and young people with SEND.</p> <p><i>How do teachers help pupils with SEND?</i></p>	<p>At The Westgate School we are a community of learners, adults and pupils alike, and believe that good teaching for SEND is good teaching for all. High quality inclusive teaching, which is universal SEND provision, is our approach to teaching pupils with SEND. This includes:</p> <p><b>Explicit instruction</b> (modelling, guided practice)</p> <p><b>Cognitive and metacognitive strategies</b> (teaching pupils how to learn)</p> <p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Use of teaching assistants</li> <li>• Writing frames, word banks</li> <li>• Simplified content (slides, handouts)</li> <li>• Visuals (especially for key words)</li> <li>• Chunked tasks with written instructions</li> <li>• Questioning</li> <li>• Processing time</li> </ul> <p><b>Flexible grouping</b> (e.g. pupils put into smaller groups where appropriate for additional support during a lesson)</p> <p><b>Technology</b> (e.g. use of a laptop)</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p> <p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>At The Westgate School, we have an ambitious curriculum for all pupils including pupils with SEND. All teachers make adaptations to the teaching and learning in their classrooms to help pupils with SEND access the curriculum and make progress, as described above. Most of our pupils follow the school curriculum, whilst a small number of learners have a more personalised curriculum to match their individual needs. In addition, some pupils receive:</p> <ul style="list-style-type: none"> <li>• additional learning support for literacy and numeracy</li> <li>• evidence-based interventions to develop their skills in specific areas, such as emotional regulation</li> <li>• a time-out card to help them manage sensory needs</li> <li>• specialist support from external agencies such as S&amp;LT and OT</li> </ul> <p>Teaching assistants are the co-pilots in supporting the classroom. They allow pupils to attempt a task independently and intervene appropriately when pupils demonstrate they need more support.</p> <p>We make adaptations to the physical school environment as required and in line with the structure of the school buildings on our site. Please refer to our Accessibility Policy for further details.</p>

<p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>	<p>All teachers are teachers of every child at The Westgate School and the training and expertise of teachers and teaching assistants to support pupils with SEND is rigorous and continuous through our ongoing professional development calendar. This includes:</p> <ul style="list-style-type: none"> <li>• An induction by the SENCO for all trainee and Early Careers Teachers</li> <li>• Review Weeks which quality assure SEND provision and provide feedback to develop it further</li> <li>• Whole school professional development</li> <li>• Workshops to support the developing expertise of teachers and teaching assistants</li> </ul> <p>All teaching assistants have a weekly meeting to review strategies to support key pupils and ongoing training which follows a professional development programme on how to support pupils with SEND</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN</p> <p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All pupils, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers formally assess and review progress and attainment half-termly which is communicated to parents/carers by a report that is sent home. Additionally, the effectiveness of provision is discussed during:</p> <ul style="list-style-type: none"> <li>• annual parents evening meetings</li> <li>• termly pupil plan review meetings (for pupils on the SEND register as part of the assess, plan, do, review cycle)</li> <li>• annual review meetings (for pupils with an EHCP)</li> </ul> <p>The school has a Quality Assurance process that assesses the effectiveness of teaching and learning for all pupils, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for pupils is analysed for curriculum impact.</p>
<p>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.</p> <p><i>What before and after school, and other</i></p>	<p>We are an inclusive community of learners and there are a large range of academic and hobby/interest clubs and trips available at The Westgate School. They are open to all pupils, including pupils with SEND. Details of these clubs are available on the school website, Edulink and shared by tutors and teaching colleagues during the school day.</p> <p>All pupils are encouraged to take part in extra-curricular activities and day and residential trips are open to all pupils.</p> <p>Additionally, we run a wide range of activities to support pupils with SEND including breakfast club, games club, homework club, Chillax and Lego club. If a pupil has a particular interest or hobby and there is not a club that supports it we will do our best to facilitate one.</p>

<p><i>activities are available for pupils with SEND?</i></p>	
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p> <p><i>What support will there be for my child's overall well-being?</i></p>	<p>To support emotional and social development we have:</p> <ul style="list-style-type: none"> <li>• a dedicated Year Leader for Transition and Year 7 – the more we support pupils moving from the primary to the secondary phase, the more quickly pupils joining our school will feel settled and secure</li> <li>• the continuity of the same form tutor for Years 7-11 (in most cases) – this is a key adult to build a positive relationship with parents/carers of children with SEND as the main point of contact</li> <li>• pastoral support from Year and Assistant Year Leaders</li> <li>• a pupil support team that provides small group interventions such as think Good Feel Good and 1:1 ELSA and TALA support, singing therapy and counselling</li> </ul> <p>Adaptations for listening to the voices of pupils with send are supported by using:</p> <ul style="list-style-type: none"> <li>• comic strip conversations</li> <li>• visuals</li> <li>• voice recordings</li> <li>• safe spaces</li> <li>• being adult free</li> </ul>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p> <p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>We liaise closely with external agencies for specialist provision that is required in section F of Education Healthcare Plans. These often include teams from:</p> <ul style="list-style-type: none"> <li>• Communication &amp; Interaction</li> <li>• Speech &amp; Language Therapy</li> <li>• Occupational Therapy / Physiotherapy</li> <li>• Visual and Hearing Impairment</li> </ul> <p>We may also involve other agencies when assessing and/or supporting the needs of pupils as part of the assess, plan, do, review cycle. These often include:</p> <ul style="list-style-type: none"> <li>• Specialist outreach services</li> <li>• Educational Psychology</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> </ul> <p>Parents/carers will always be consulted as part of this process and if at any point you believe your child needs support from a specialist, please contact the SENDCO.</p>

<p>Who can I contact for further information and arrangements for handling complaints from parents of children with SEN about the provision made at the school</p> <p><i>Who can I contact about SEN?</i></p> <p><i>Who do I contact if I have a complaint?</i></p>	<p><b>Key adults</b>  Your first point of contact is your child’s class teacher in the primary phase or form tutor in the secondary phase.  For general inquiries please call The Westgate School 01962 854757 or email <a href="mailto:SENDcontact@westgate.hants.sch.uk">SENDcontact@westgate.hants.sch.uk</a></p> <p><b>If you wish to speak to a SENCo</b>  For the secondary phase, please contact:  SENCo – Anne Villien <a href="mailto:A.Villien@westgate.hants.sch.uk">A.Villien@westgate.hants.sch.uk</a></p> <p>For the primary phase, please contact:  Assistant SENCo – Caroline Lunniss <a href="mailto:C.Lunniss@westgate.hants.sch.uk">C.Lunniss@westgate.hants.sch.uk</a></p> <p><b>Other key adults</b>  If your child is in the secondary phase, please contact:  <a href="mailto:sendcontact@westgate.hants.sch.uk">sendcontact@westgate.hants.sch.uk</a></p> <p>If your child is in the primary phase, please contact:  Head of Primary Phase and Nursery; Senior Designated Safeguard Lead all-through - Liz Williams  <a href="mailto:L.Williams@westgate.hants.sch.uk">L.Williams@westgate.hants.sch.uk</a></p> <p>If your child is in the nursery, please contact:  Nursery Manager and Designated Safeguard Lead Practitioner Nursery – Mis. C Bates  <a href="mailto:c.bates@rotherly.co.uk">c.bates@rotherly.co.uk</a></p> <p>All complaints from parents of children with SEND about the provision made at the school go to:  <a href="mailto:headteacher@westgate.hants.sch.uk">headteacher@westgate.hants.sch.uk</a></p>
<p>Information on where the local authority’s Local Offer is published.</p> <p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>To see how The Westgate School’s report relates to the Local Authority’s “Local Offer” and for further information relating to Hampshire County Council’s provision for education, health and social care, click here:  <a href="https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page">https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</a></p>

