

# **Special Educational Needs (SEN) Information Report**

## **The Westgate School (Hampshire's First 4 – 16 “all through” School)**

Updated September 2021

### **The Westgate School - SEN Information Report**

The information in this report will provide you with an overview of the level of provision available to a child with Special Educational Needs at The Westgate School. Should you have any further enquires; please contact Mrs Villien – SENCo (contact details at the bottom of this report).

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## 1. Special Educational Needs (SEN) provision at The Westgate School

At The Westgate All Through School, we believe that every pupil brings with them a unique blend of strengths and needs for support to our community. As Hampshire's first all through school, we support our pupils from the Early Years Foundation Stage through to GCSEs. We are dedicated to enabling all of our pupils to unlock their academic potential, gifts and talents, regardless of starting point; working with all colleagues, specialists, pupils, parents and carers so that:

- Pupils with additional needs are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated in an inclusive environment alongside their peers, with targeted intervention additionally as needed, enabling all to reach their full potential with the curriculum and engagement with the full life of the school.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, and actively foster independence, resilience and self esteem in all our intervention.

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Special Educational Needs Co-ordinator (SENCo) is Anne Villien. Our Assistant SENCo is Caroline Lunniss.

For pupils who are, or have been, Looked After by the local authority the Westgate School has a Designated Teacher to oversee their progress and SEN provision as required. The Designated Teacher is Mrs Emily Pillinger and the provision is overseen by the Head of Primary Phase, Mrs Liz Woodall.

The School Development Plan reflects our ethos and commitment to high expectations for all; it details our reflective and responsive approach to developing our provision in school to meet the unique and individual needs of our pupils.

Linked document: The Westgate School policy "Identifying, Assessing and Providing for pupils with Additional Needs (Special Educational Needs)" can be accessed via our website in the policy section.

**If your child has a special educational need or disability and you would like to know more about what we offer at The Westgate School after reading these pages contact us on 01962 854757 or e-mail us at [contact@westgate.hants.sch.uk](mailto:contact@westgate.hants.sch.uk) asking for the SENCO to contact you.**

## 2. Legislation & Definitions

### Legislation & Guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[Equality Act 2010](#), with particular reference to Part 6 "Education"

### Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### At The Westgate School:

We strive for High Quality Inclusive Teaching within our classes and for all pupils to access a broad and balanced curriculum. When deciding whether special educational provision is required, we will start with the desired outcomes, including a variety of assessments of the pupil's progress and attainment, the views and wishes of the pupil and their parents and information from other agencies. Consideration will be given to the level of school attendance. We will use these to determine the level and type of support that is needed.

### Categories of SEN provided for

Our school currently provides additional and/or different provision for a range of needs, including:

**Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

**Cognition and learning**, for example, dyslexia, dyspraxia,

**Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),

**Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 3. Admissions and Transitions

At the Westgate School we value the benefits of a smooth and positive experience for every pupil transferring to our school. We develop strong links with our feeder nursery and primary school to ensure pupils experience a positive transition into our school community.

For any questions around admissions contact Westgate's admissions officer Mrs Christian on 01962 854757 or email at [contact@westgate.hants.sch.uk](mailto:contact@westgate.hants.sch.uk); she is also available to meet during our annual "Open Events" as advertised on our website.

We commit to pupils and parents feeling secure and prepared as members of our Nursery, Lower School and Upper School by:

**An effective transition programme into the Nursery.** This includes opportunities for parents to visit the nursery with their child. Nursery staff also offer home visits. There is a dedicated SENCo within the nursery.

**An effective transition programme into the Reception Year.** This includes visits to nurseries by our Early Years Foundation Stage Leader, Teaching Assistants and the SENCo; phased parent/carer and child visits to school; general information meetings and visits home to meet the family. We meet with a child's pre-school key worker and any other agencies that may be already involved and will attend specific transition meetings around SEN pupils identified by their current setting. We aim to ensure that we personalise the transition to meet the needs of every child, including those with SEND.

**An effective transition programme into Year 7.** This includes working closely with local primary schools over time and visiting the schools by our Year 7 Year Leader, our SENCO and our Head of Pupil Support, gathering extensive information about all pupils.

We organise a range of transition activities, events and opportunities for all to experience secondary school life:

- Running an Induction Evening including information workshops for parents and carers, and "meet the tutor" for pupils
- Running a Summer Camp for three days providing all Year 6s opportunities to join activities based around developing confidence, social skills, expectations and to become familiar with the layout of our site in the first week of the Summer Holiday
- Creating bespoke opportunities for those with additional needs or who feel vulnerable at transition in addition to the opportunities available for all
- Our SENCO or pupil support workers attending partnership meetings, annual reviews and other informal meetings about those with additional needs in the primary schools during Year 6

### **An effective transition programme into Year 7 contd.**

- Information collated & communicated to colleagues included guidance about those with SEN & additional needs
- Providing buddies from older year groups to work with Year 7 tutor groups and supporting the Chillax Club and the Year 7 Social Area
- Ensuring a dedicated time for Year 7 and 11 only on the first day of the Autumn Term

### **An effective transition from Year 11 into post-16 provision**

Pupils are provided with opportunities for mock interviews for colleges, and to meet a range of education and training providers at our annual Careers and Skills Fair. Further and Higher Education routes are explored with all pupils through our CPSHEE Curriculum (Citizenship, Personal, Social, Health, Economic Education Curriculum) and work experience is offered and monitored for all Year 11 pupils when they have finished their examinations.

All pupils are provided with careers advice; those with additional needs are given bespoke support by a member of our pupil support team with extensive careers, information and guidance experience.

All pupils with Education Health Care Plans are supported through the annual review process to ensure their wants and needs are reflected in choice of placement. Our SEND team liaise closely with local colleges regarding our pupils, supporting arranging and attending when needed additional meetings and visits, and the provision of guidance and advice to college staff.

### **Joining us mid-year:**

Parents have a welcome meeting with senior member of staff and to meet the tutor/class teacher who then allocates a "buddy". Information is shared by parents and is requested from the previous setting. When a pupil requires extra support, we will endeavour to support that child whilst awaiting information. If a child has English as an additional language and has a special educational need, then guidance will be sought from the Ethnic Minority and Traveller service.

### **Moving to another school:**

Contact is made with pupils' new schools to ensure the passing on of the school file and information about additional needs as appropriate.

## 4. Identifying Pupils with SEN and Assessing their Needs

At The Westgate School pupils are identified as having additional needs in a variety of ways and at a variety of points in their journey from nursery to Year 11, depending on the development of the individual with our aim for early identification of need.

Identification for SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This Assess, Plan, Do, Review cycle is known as **the graduated response**.

Methods of identification include but are not exclusive to the following:

- Close liaison at all points of transition, within our school and with all feeder/previous schools and nurseries
- Additional needs noted and evidenced by teacher/teaching assistant
- Additional needs raised by parent/carer
- Outcomes at key assessment points and in formal tests including SATs (Standard Assessment Tests)
- Outcomes of reading, spelling and other screenings conducted eg CATs (Cognitive Ability Tests)
- Close liaison with external agencies, e.g. physical health diagnosis from paediatrician

Once identified for SEN support provision, a pupil's name will be added to the register and the pupil will benefit from support from the teacher in the classroom and additional support where this will meet their needs. Pupil plans are developed for pupils on the SEN register under the support and guidance of the SENCo; these are regularly reviewed, updated and shared with parents.

When giving consideration to Access Arrangements for external exams, standardised assessments and internal exams, pupils who have a history of being at a substantial disadvantage due to SEN or disability will be assessed by internal assessment and decision making process in line with the statutory framework. (External assessments may only form a part of the picture.)

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

## 5. High Quality Inclusive Education

At the Westgate school our aim is to deliver High Quality Inclusive Education. Pupils with SEN are educated in an inclusive environment alongside their peers enabling all to unlock their potential with the curriculum and engagement with the full life of the school. We recognise that at times for some pupils, targeted interventions, which are additional to or different from the core delivery, are an effective & valuable provision. We do not, however, offer resourced provision that is separate from the mainstream classroom.

We match levels of additional support for learning to the wide variety of individual learning difficulties, and actively foster independence, resilience and self-esteem in all our intervention. We meet the needs of all pupils with SEN by offering appropriate and flexible forms of educational provision by the most efficient use of all available resources. Access to the curriculum that is best for them in terms of meeting their needs and enabling them to take examinations is appropriately supported.

Each teacher is responsible for the teaching and progress for all pupils in their class and developing reasonable adjustments; so individual pupil plans are developed for pupils on the SEN register. The pupil plans are shared with all teaching staff and teaching assistants so that there is a consistency of approach across lessons with an aim to support and enhance the learning of all pupils. They include key information, outcomes and also strategies matched to the needs of the individual; for example:

**Cognition & Learning needs:** writing frames & scaffolds, reading support, chunking down instructions, visual modelling, use of word processor

**Communication & Interaction needs:** use of visual timetables, structured routines & heralding change, visual cues, reinforcement of key vocabulary

**Social, Emotional & Mental Health needs:** supportive seating, bespoke rewards & consequences, use of reasonable fiddle toys & movement breaks

**Physical & Sensory needs:** supportive resources for variety of physical needs, use of technology eg apps, setting alterations to whiteboards, seating plans

Some interventions may take place away from the classroom. The interventions are tailored towards small group work, paired or individual support; they can be for catch up sessions around key areas of learning or to support social skills and the well-being of our pupils. Pupils are identified by the teachers and interventions are matched to need; pupils may not be on the SEN register but still receive the opportunity that an intervention can offer. When pupils have an EHCp, the interventions will reflect the objectives from the Education Health Care plan. The impacts of the interventions are closely monitored.

We discuss our practice with our neighbouring schools in all phases in order to strive for equity of provision across our city.

## 6. Specialist Support & Multi-Agency Working

All colleagues attend sessions on the needs of new pupils joining us at the school and about the strategies that best support their provision, as well as ongoing learning about provision in the classroom and in partnership with the Teaching Assistants to meet pupils' needs. This is all supported by the input of our outside agency colleagues. We have colleagues who are FEIPS trained (Framework for Enhanced Individual Pastoral Support), deliver singing therapy, deliver creative art and who are ELSA trained (Emotional Literacy Support Assistants); they receive ongoing supervision. Our Teaching Assistants benefit from professional learning in their chosen specialisms such as Elklan training for pupils with language impairments, visually impaired learners, autistic spectrum provision, attachment needs, Applied Behavioural Analysis, intervention programmes or English as an additional language.

Nursery provision is supported by the named SENCo, Ms Jane Bridger, and Hampshire County Council's Area INCo; they work together to provide specialist training and support groups.

Our SENCo, Year Leaders, primary class teachers & other members of the Pupil Support Team liaise with many specialist outside agencies ensuring the appropriateness of pupils' provision and that clear guidance to meet their needs is conveyed to all colleagues. This will be to support pupils with identified SEN needs and also to develop strategies within our inclusive quality teaching to reduce need for SEN provision.

As the agencies are external to The Westgate School, referral processes are in place; parental consent will be sought as will pupil consent where appropriate. The outside agencies with whom we regularly liaise with and deploy the guidance from include:

- Educational Psychologists
- Specialist Teacher Advisory team for pupils with identified hearing impairment, visual impairment, physical disabilities, language and communication needs (years 3 – 11), behaviour support (nursery and Years R – 6)
- The Virtual School (pupils who are, or who have been, "looked after")
- National Health Service specialists: school nurses & specialist nurses, GPs, clinical psychologists and psychiatrists eg CAMHs, speech and language therapists, occupational therapists, physiotherapists, paediatricians, health visitors and sexual health specialists
- Applied Behavioural Analyst consultants (when specified on an individual EHCp)
- Ethnic Minority and Traveller Service
- Children's Services, Locality Teams, social workers, family support workers, early help hub
- Parenting professionals eg Barnardos, Friends of the Family
- Young Carers organisation – a drop-in group is available at Westgate (KS3-4)
- Education Inclusion Service, Portage and Osborne School or Shepherd's Down Outreach work
- Other eg Drama therapy, Cornloft

We understand that parents seek private consultants at times eg dyslexia diagnosis, private psychiatrist, private occupational therapy. We ask that final reports are shared with the SENCo as these can enhance the inclusive provision within class; though we cannot guarantee that all recommendations are employed. (NB external private reports may not be used for Access Arrangements for exams, other than as additional evidence. See section 7 below.)



## 7. Assessing and Reviewing Pupils' Progress towards Outcomes

We follow the **graduated response approach** and the four-part cycle of **assess, plan, do, review**. We continue to observe, monitor and assess each pupil's current skills and levels of attainment, building on previous settings and Key Stages where appropriate. Class & subject teachers make regular assessments of progress for all pupils, set targets and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close any attainment gap between the child and their peers
- Widens the attainment gap

Assessment/diagnostic tools are used as appropriate to measure progress around specific skills eg reading ages, spelling ages, numeracy skills. This may include progress in areas other than academic attainment, for example, social needs. Progress against these specific areas is monitored robustly by the SENCo who identifies suitable interventions to accelerate progress and close the attainment gap. The class teacher, tutor or Head of Year works with the SENCO to carry out a clear analysis of the pupil's needs. If it is deemed necessary, the pupil will be included onto the Special Educational Needs register and a pupil plan will be instigated. This will draw on:

- The teacher's assessment and experience of the pupil, class observations & identifying successful strategies
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- Attendance data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed termly through the pupil progress review meetings and year group review meetings.

Assessment for qualifying for exam Access Arrangements in Year 11 follows the strict guidelines as set out in the Joint Council for Qualifications (JCQ) handbook. Only pupils where there is a significant history of need may be assessed. Any qualifying assessment may only be undertaken by a fully qualified internal assessor. At The Westgate School we employ a Level 7 qualified and highly experienced specialist assessor – Mrs Cate Baynton. Following her assessments, she creates an Access Arrangements plan with inclusive class strategies to replace the pupil plan. Any Access Arrangements may be withdrawn if the pupil does not want or need them.

We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, updating & amending the pupil plan and additional needs register as necessary.

## 8. Consulting

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. If parents have concerns about progress and attainment the first point of contact is the class teacher or Head of Year. If parents have information about their child's SEN needs, they can make contact with the SENCo directly. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support and the pupil's name will be added to the SEN register. A pupil plan is developed for pupil's receiving SEN support which is shared with parents.

Discussions and communications are held regularly between parents and school staff; the timings of communications can be responsive to the needs of the individual, but take place at least annually. They are usually led by the teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually, though not exclusively, be the class teacher or tutor, supported by the SENCO or Head of Year with outside agencies where involved and appropriate. They provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

The views of the pupil are included in these discussions. This can be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

Pupil plans are updated from these meetings as necessary, and at least annually, and accessible for relevant staff. All teachers of the pupil have direct access to the pupil plan to enable a considered and consistent approach in school.

## 9. Accessibility

The Westgate all through School is situated on a hill within Winchester. It is a split site separated by a right of way and a road. There are steps, ramps and uneven areas within each area of school. Our campus includes a dedicated nursery site for children from 3 months to 5 years, a secure lower school for school-aged pupils from 4 years old to 11 years old and an open upper school for pupils from 11 years to 16 years old. We have disabled parking bays close to each main entrance and a lift in the Lower School building.

Our site team, overseen by our site and facilities strategic lead, maintain the plans to develop areas of accessibility as building works and projects arise. Our Welfare Officer writes risk assessments and adapts the curriculum appropriately for anyone temporarily on crutches to ensure safety on our site, and liaises with other colleagues in these respects. She supports the SENCo and Head of Year to develop medical health care plans for longer term medical or disability needs.

We aim to cater for a range of pupils & families who come to our site eg by making practical adaptations such as painting steps a clear, contrasting colour to ensure they are noticeable and a hearing induction loop has been added to our main reception areas.

### **Buildings:**

**Nursery** – our self-contained nursery was established in 2013. There is a ramped access point to the one storey accessible building. It contains dedicated changing facilities, accessible toilet and a sensory room. The specialist SENCo for the nursery is Jane Bridger.

**Lower School** – our self-contained lower school was first opened in 2015. It is an accessible building on two storeys, built following a robust “Design & Access Strategy”. There is lift access, accessible toilets, changing areas wide corridors and ramps to allow access to most parts.

**Upper School** – the site for upper school is an open site consisting of a variety of buildings within a dedicated area. Most of the blocks are two or three storey with no lift access. The outside areas have some ramps and handrails with steps to enable access; however some significant areas remain uneven including the access to the top PE field. There are accessible toilet facilities and changing areas.

**Physical aids to access education:** these can be arranged based on individual need and may include ICT equipment, personalised computer settings, photocopying enlargement facilities, specialist chairs and portable aids for children with motor coordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

**Delivery of information:** we arrange access to information normally provided by us to pupils available to disabled pupils. We take account of pupils’ disabilities and preferred formats. The information includes pupil handbooks, timetables and information about school events and can be provided in large print, by email and on upper school’s dash board which is read out during tutor times.

**Increasing access for disabled pupils to the school curriculum:** covering teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. The Westgate School embeds these aspects within the School’s Improvement Plan to ensure robust monitoring of SEND within a valid whole school context.

**Activities outside of the classroom:** we are proactive in ensuring all pupils have access to the range of activities we offer outside the classroom. We provide all necessary support to ensure that opportunities for fieldwork, enrichment trips and learning outdoors are successful for all. Risk assessment procedures are in place for all off site activities. We welcome consultation with parents to enhance and maximise access through careful amendments for pupils with disabilities.

## 10. Contacts

We welcome your contact at any time, by email or to make an appointment with one of us if you have a query about a specific aspect of progress or a specific subject.

We hope to be pro-active in support of all pupils with SEND; worries or complaints will be dealt with robustly and sensitively by the SENCo or Head of Year in the first instance. Our SEN provision is overseen by senior leader Mrs Liz Woodall (head of lower school) who can also be contacted through our “contact” email address below.

Initial contact with The Westgate School may be made by telephone on 01962 854757, or by email at [contact@westgate.hants.sch.uk](mailto:contact@westgate.hants.sch.uk)

Admissions Officer – Mrs Janine Christian

Once enrolled, the first point of contact is usually the tutor for pupils in the Upper School, and the class teacher for pupils in the Lower School; they may then signpost your query to an appropriate member of staff.

SENCo – Mrs Anne Villien [sendcontact@westgate.hants.sch.uk](mailto:sendcontact@westgate.hants.sch.uk)

Designated Teacher for Looked After pupils – Mrs Emily Pillinger [e.pillinger@westgate.hants.sch.uk](mailto:e.pillinger@westgate.hants.sch.uk)

Nursery SENCo – Miss Lauren Bridges, email: [nursery@westgate.hants.sch.uk](mailto:nursery@westgate.hants.sch.uk)

Head of Pupil Support – Andy Hider (well-being); Lead Child & Family support worker & Thrive Practitioner – Mrs Katharine Young

Welfare Officer – Mrs Laura Ralph (medical needs)

Our school governor with a specific link to the SEN department is Mrs Penny Catchpole.

If you have any concerns, or you wish to make a complaint please contact the Headteacher’s PA by email: [headteacher@westgate.hants.sch.uk](mailto:headteacher@westgate.hants.sch.uk)

**Hampshire's Local Offer** - information on services available in Hampshire for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). Hampshire's Local Offer has been developed with parents, carers and young people to help parents of pupils with SEN to find the right services and support. It can be accessed from this link: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>