



Welcome to our Partners in Learning on Special Educational Needs - the Westgate Way

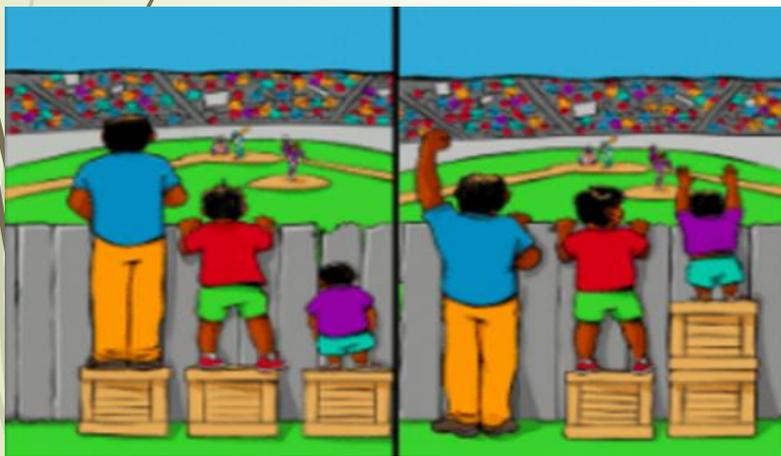
- Introductory session on the processes and systems in place
- What pathways, identification, support
- General overview
- Following the session – a brief questionnaire will be sent, with an opportunity to request if other similar events would be useful in more specific areas
- Invitation was to all parents all through – children & young people are welcome, though...

Our Journey Towards Successful High Quality Inclusive Education

Inclusive education means that children & young people with disabilities and other disadvantages are taught with their peers in a mainstream classroom for the majority of the school day.

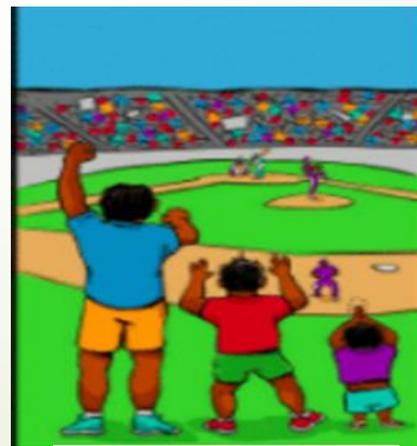
One main outcome – access to lessons, to learning & to the wider school

The European Agency for Special Needs and Inclusive Education (EASNIE) (2018), has provided ample evidence that inclusive education increases social and academic opportunities for both children with and without disabilities, as well as significantly increases the likelihood that children with disabilities enrol in higher education and have better employment and life outcomes. (Our "Universal Provision")



"Treated the same"

Inclusion



Inclusive

HCC Virtual School-
"Vulnerable young people will enter adulthood not as vulnerable adults but as confident citizens with the tools, self-confidence and resilience to lead worthwhile, and fulfilling lives."

SEND Definitions

SEND Code of Practice

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 facilities
(Physical or mental impairment, long term & substantial)

A child or young person has SEN **if** they have a **learning difficulty or disability** which calls for **special educational provision** to be made for him or her.

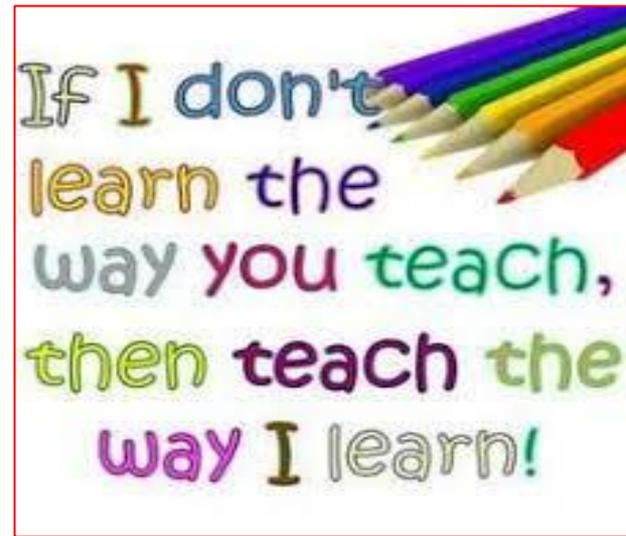
Question: Does the learning difficulty or disability call for special educational provision to be made? Is our High Quality Inclusive Teaching meeting the needs?

Special educational provision is any **educational** provision that is **additional to, or different from**, that made generally for other children or young people of the same age.

This is a wide definition, and could cover a wide range of things, for example:

- Having materials provided in a larger font
- Needing in class or personalised study support
- Use of technology
- Needing small class sizes or group work
- Input from therapists or specialised support
- Use a quiet space-work & break times

“Special educational provision is underpinned by high quality teaching and is compromised by anything less.”



Role of the Special Educational Needs Coordinator (SENCO)

The type of responsibilities a SENCO has are:

- Overseeing the day-to-day operation of the school's SEN policy.
- Supporting the (early) identification of children with special educational needs.
- Enabling & empowering teachers to meet the needs of pupils with SEND. (All teachers are teachers of SEND.)
- Co-ordinating provision for children with SEN; developing strategies and specific interventions remaining up to date with current findings.
- Liaising with parents or carers of children with SEND, pupils with SEND, school colleagues.
- Liaising with outside professionals eg educational providers, specialist agencies, therapists, schools.
- Monitoring progress
- Liaising with School Leadership Team, School Governors.
- Leading the Team of Teaching Assistants.

4 Areas of SEND

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

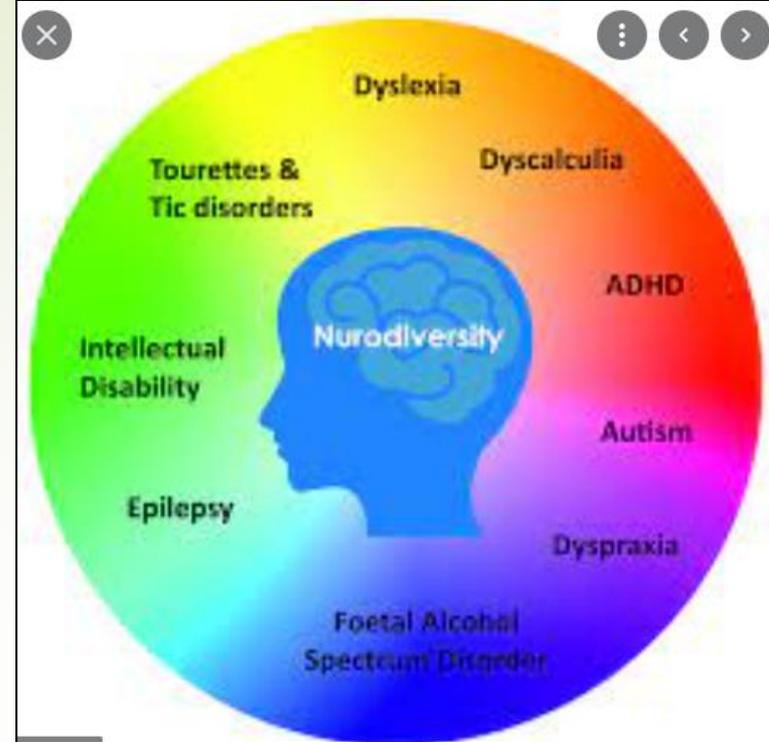
FAQ "To label or not to label?"

A label is not required by us for any pupil to be considered as needing SEND provision.

Internal observations and assessments can often be enough to identify prime need.

Diagnoses & Labels

- Neuro diversity-variation in the human brain; diagnoses require specialist, qualified professional – eg via NHS, private Assessor, private EP
- Spectrums of Need – identify "traits"
- Plasticity of brain – may not be not fixed points, but starting points
- School support individuals' functional needs through identification, interventions and measuring progress
- Child before the label – eg You are my wonderful child, a good friend to x, excellent at Art ...and you have X. With support you can learn how to manage X
- Know the Whole Child - Understanding the need; knowing the strengths; exploring the superpower!



Considering a Diagnosis?

- How the Diagnosis could help/when it is necessary, when it won't help
- Who to signpost to
- Can we support with evidence
- When a diagnosis is not needed (eg Access Arrangements)
- Share any finding with us

TALK TO US

Excel BECAUSE of the neurodiversity not IN SPITE OF it!

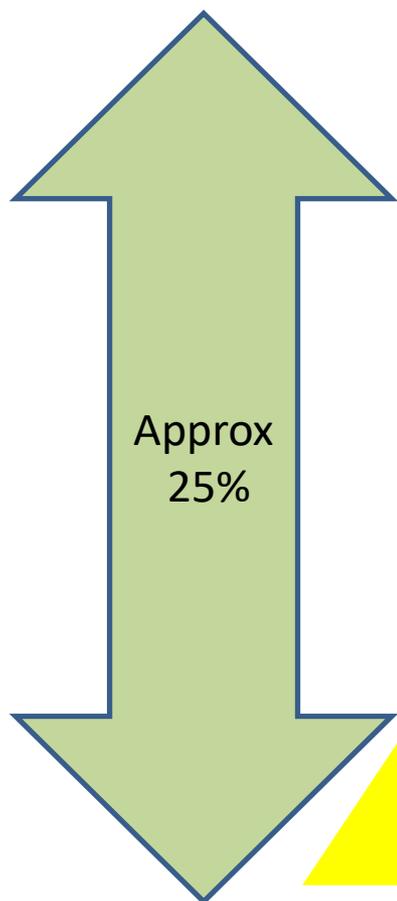
“I have Asperger’s and that means I’m sometimes a bit different from the norm. And – given the right circumstances – being different is a superpower. [#aspiepower](#).” Greta Thunberg

Is my autism a superpower?



Virgin Founder and adventurer [Sir Richard Branson](#) has dyslexia and ADHD—but that has not stopped him from building a major record label, owning a large airline, sending tourists into space or building an underwater plane. Branson is living proof of the statistic [reported in Psychology Today](#), that people with ADHD are 300% more likely to start their own company—he started up his first company at the age of 16.

Approximate Numbers at The Westgate School



EHCp

(require extra support beyond that which the school can provide)

Lower	Upper	National
3.3%	3.2%	2.0%-2.1%

SEND support

(provision additional to or different from others due to significantly greater difficulty)

Lower	Upper	National
8%	9.5%	12.6%-11.5%

Additional Needs

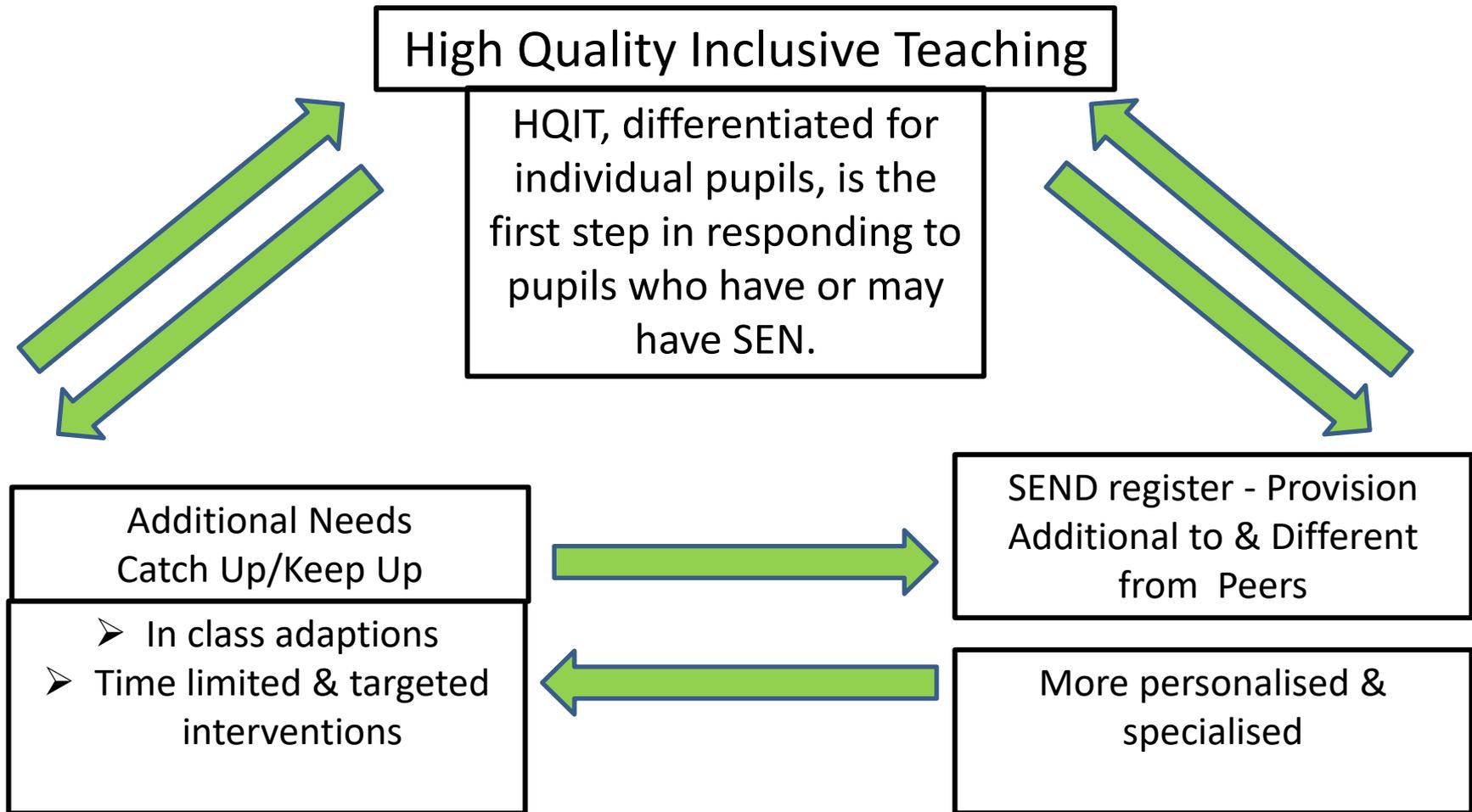
(May have SEN, though don't require significantly more provision than others, but extra consideration/intervention/accommodation given to ensure continued progress is made.)

Lower	Upper
12%	12%

100%

High Quality Inclusive Teaching

All Through All Key Stages



SEND – A Graduated Response

Assess – A range of sources are used to assess SEND. Children's attainment is regularly monitored, observations made and discussions with parents, carers. Includes guidance from agencies or which agency would be beneficial. SENCO supports assessment of specific needs. Develop the understanding of the child's needs.



Plan – Decisions are made as to what support a child needs in order to remove or lessen the impact of any barriers to learning and participation. Plans identify the outcomes being sought and strategies and interventions in place – developing a growing understanding of useful strategies.



Review – the effectiveness of the support and its impact on the child's progress. Decisions are made around next steps:

1. The cycle may be repeated & refined
2. Progress means SEN support no longer needed or step down from EHCP
3. Needs not effectively met- EHCP?



Do – a key person or people will oversee the support and interventions which meet individual needs. With advice from the SENCO, they will ensure all relevant colleagues are able to meet the pupil's needs. Parents/carers will be supported to help their child at home.

Wider Pupil Support Team

Year Leader Team
Head of Primary Phase
Tutors & Class Teachers
Andy Hider-Head of Pupil Support &
the team of pupil support colleagues
Katharine Young-Lead Child &
Family Support Practitioner
Trained Counsellor
Pupil Welfare Officer
Plus ...

Support Access to Learning
in Class

2 x Qualified SENCOs

Qualified Specialist Assessor
(KS4 exams)

Designated Teacher P/LAC

Learning Support Team

Unqualified Teacher
Higher Level Teaching
Assistants
Teaching Assistants

Thrive Practitioner

Primary – whole class
All through-individual
SEMH

Resourcing & Provision

Safe Spaces:
The Cave
Gallery

Class Environments:
Calm corners & kits
Dyslexia friendly
ASC friendly
Supportive technology

Social
Skills/Counselling
Spaces:
The Nest
The Chat Room

Bespoke
Study/Learning/
Therapy Spaces:
The Den
The Studio



Rethinking the Role of Teaching Assistants

[Rethinking the role of educational assistants - YouTube](#)



Hampshire County Council

Support:

SENDIASS

Educational Psychology

Primary Behaviour Service

Specialist School Outreach

Specialist Teacher Advisors for C
& I, HI, PD, VI

Autism Advisors & Consultants

Other Therapists through EHCP

EHCP & SEN case workers

Health:

Solent therapy- Speech &
Language Therapists,
Occupational Therapists,
Physiotherapists

CAMHS – stretched, out
source ASC assessments

GP – well-being family
support; referrals to health

Specialist School Outreach Advisors & Placements:

Shepherd's Down

Osborne School

Wolverdene School

Bridge Education
Centre

We Welcome Our
Support &
Partnership with
other
Professionals &
Agencies

Independent, Voluntary & Charity Sector:

Barnardos parenting

Hampshire Autism

Friends of the Family

Street Reach

Young Carers

YMCA

Private therapists – SALT,
OT etc

SEND & Complex/Urgent Needs

Pupil Plans All Through-
co-produced & shared

Pupil Plans KS4

Year Leader
&/or SENCO

Pupil Views &
Thoughts

Pupil Support
Team

Pupil's Subject
Teachers

Learning Support Team



The Westgate School

Name:	Tutor group: E1
Date of birth:	Review date:
Specialist agency: SALT	Other: Cognition 2
Other: Communication & Interaction - 1	Physical & Sensory 3
Other: CAT 5a 2017	Other: CAT 5a 2017

Assessments: KS2 (9/4)

- Reading: 100
- Writing: 100
- Maths: 100
- Science: 100
- History: 100
- Geography: 100
- Art: 100
- Music: 100
- PE: 100
- PSHE: 100
- RE: 100
- Other: 100

Outcomes:

- Plan for clarification when this has not understood something - will recognize when this has not understood information in class and will be able to ask an adult for repetition or clarification
- Understand simple instructions as part of learning activities - will demonstrate understanding of simple instructions
- Be able to record work at an appropriate rate - will be able to choose the best method of recording to fit the task in hand

Strategies:

- Constructive feedback will be broken down, chunking tasks
- Understand simple instructions as part of learning activities - will demonstrate understanding of simple instructions
- Be able to record work at an appropriate rate - will be able to choose the best method of recording to fit the task in hand

History of educational health assessments

Name:	Year:
Date of Assessment:	

History of educational health assessments:

This form is used to record the history of educational health assessments for a pupil. It should be completed by the class teacher or the SENCO. The form should be completed for all pupils who have had an educational health assessment in the last 12 months. The form should be completed for all pupils who have had an educational health assessment in the last 12 months. The form should be completed for all pupils who have had an educational health assessment in the last 12 months.

Outcomes & Progress- Examples Targeted Interventions

Results Summary – specific vocabulary & reading progress Cohort 2020-21:	Average Reading Progress	Average INITIAL Reading Age (start Language group)	Average FINAL Reading Age (July Y8 – end of Language group)
Cohort 2020-21	+48.1months over 20m	Ss87.1 (approx. 9 years 8 months)	Ss101 (approx. 12y 11m)

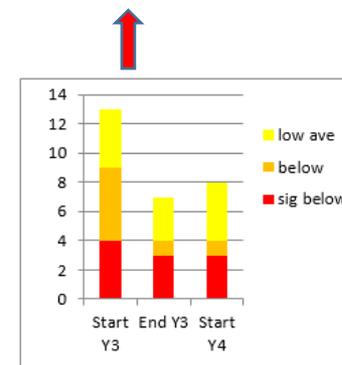
Year 7 HLTA Catch Up Maths:
Over 1.5 terms progress range from 1 year to 4 years!
New Y7 – HLTA model in class

Phonics – Year 2 – cannot report this years – always above 94%

Year 11 Outcomes – can't report this year, though SEND always higher than National SEND;
Additional Needs – higher than National All Pupils

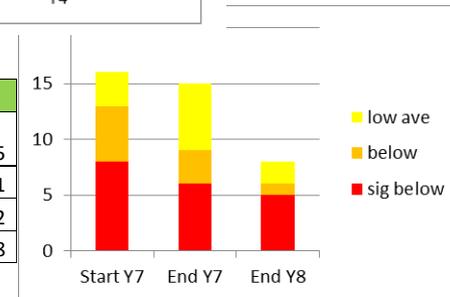
Spelling HAST

	Start Y3	End Y3	Start Y4	End Y4
sig below	4	3	3	
below	5	1	1	
low ave	4	3	4	
Total	13	7	8	



Year 9

	Start Y7	End Y7	End Y8
sig below	8	6	5
below	5	3	1
low ave	3	6	2
Total	16	15	8



47% of pupils who started now in line with age expected standards

Who Can I Approach?

- First point of call is primary class teacher or secondary tutor
- For more complex updates, changes, concerns – Year Leader, Head/Deputy of Primary
- For queries around diagnoses, understanding level of SEND, concerns around progress of SEND – SENCO
- Annual Reviews of EHCP - SENCO
- For queries around Access Arrangements – SENCO
GCSE; Deputy Primary Year 6 SATS; Class teacher KS1 SATS

Parent Consultations:
SENCO bookable for each year group



Thank you for Listening



thankyou

Please complete the brief survey which will be sent out.