

Westfield School

SEN INFORMATION REPORT 2022.23

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School Background

Westfield School is an 11-16 comprehensive school. Westfield School has a predominantly White British cohort and serves a diverse socio-economic area, including areas of significant need. Westfield School is part of Chorus Education Trust, and our overarching aim is for 'Outstanding Achievement for All.'

SEN Definition

All students should find some aspects of their learning challenging: this helps to keep them engaged in their learning and results in them making progress.

However, there are times when the challenge is too much, and the student's progress stops.

At this point barriers to student's learning and/or personal development are identified. Sometimes these barriers are easily removed, and the student continues to make progress.

When this is not the case, we may decide that the student would benefit from extra support which is **additional to and different from** their peers. At this point parents will be notified that the school has identified their child as needing extra help and they will be invited into school to meet with a member of the Learning Support Team in order to plan how we can start to remove those barriers.

Categories of Special Educational Needs

The SEN Code of Practice (2014), defines four different categories of SEN:

Communication and Interaction - CI

Students with Communication and Interaction difficulties. Students in this category may experience difficulties in saying what they want to say, not fully understand what is being said to them or not understanding the social rules of communication. Students with Autism (ASC) are likely to have particular difficulties with social interaction.

Cognition and Learning - CL

Students who learn at a slower pace than their peers, despite their work being appropriately differentiated, would fall into the category of Cognition and Learning difficulties. These learning difficulties cover a wide range of need including moderate learning difficulties through to severe learning difficulties. This category also includes students with specific learning difficulties including dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health - SEMH

Some students may experience a wide range of social and emotional difficulties that result in different behaviours. It may result in them becoming withdrawn, isolated, or acting out. These behaviours may reflect underlying mental health issues. Students with ADD, ADHD, and attachment disorder will also fall into this category.

Sensory and/or Physical - SP

Students who have Sensory, and/or Physical needs. This includes students with Visual Impairment, Hearing Impairment, and Physical Impairment. They may also have medical needs.



Identifying students with special education needs

It is important to gather a full picture of a student's educational journey before they join us. We work extensively with feeder primary schools to identify students in need of additional support at transition/Year 7. A student who has been on the special needs register at primary school will initially transfer to our SEN register.

During transition days we baseline test the Year 7 cohort in reading and spelling: this gives the school a picture of underlying ability and allows the school to see if there are any discrepancies with existing information and to help plan any intervention/further screening. For student who join Westfield School during an academic year, we baseline test them as part of their induction process.

Whilst lack of progress is the fundamental indicator of a special educational need there are other factors which experienced staff observe, highlight as a concern, and monitor the impact on the student's learning. These can include changes in behaviour, lack of engagement with learning activities, lowering of self-esteem and unexplained deterioration in attendance.

Rationale for Identifying 'Special Needs'

Students whom we have identified as needing extra support will be recorded on our SEN register. At this point they will be recorded as SEN K on our SEN register, receiving SEN support.

We do not identify students with special educational needs in order to give them a label. This is not always a helpful process. To illustrate, we currently have many students in college who have autism spectrum conditions or dyslexia. However, each of these young people has their own cluster of needs. What is important is that we identify what each student needs and how best to support them. The label serves little use within the learning environment.

It is also important that we recognise that many students, despite having a diagnosed condition, continue to make expected progress without extra help other than strong responsive teaching and effective pastoral care. Where this is the case, student will not be active on our SEN register but will be recorded for information and coded SEN I on our SEN register. All students at Westfield whether SEN E, K or I have a Learning Support Profile (LSP) that outlines to staff the reasonable adjustments that need to be made to support the student.

By identifying the student's individual learning need, in conjunction with staff and families, we are able to offer them appropriate support in order to ensure that they are able to access the full curriculum at their level.

If we feel that your child has special educational needs we will begin to plan the appropriate support together we key staff and families. Our focus is on outcomes: what does the child, the parent, and the college want to achieve because of the support? This will begin the Graduated Response to addressing a gap.

A Graduated Approach to SEN Support

A graduated approach to SEN support is adopted for students identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo and LSCo but will be planned and delivered by teaching and support staff.

Wave 1 - Quality First Responsive Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

- High quality responsive teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality responsive teaching.

Westfield School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered and other needs as required.

Wave 2

Wave 2 is initiated where students have failed to make adequate progress as identified by the SENCo or LSCo through the assessment arrangements available in school. If teachers and parents agree that interventions are appropriate that are additional to or different from the schools differentiated curriculum then a move to SEN Support (K) will be agreed and the student will be entered onto the schools SEN register.

Provision from within the school's resources is identified to help meet the students' needs. Interventions may include:

- additional learning programmes such as literacy and numeracy
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- additional staff training
- Learning Support Profiles/Person Centred Planning tools

When a child is placed on the SEN register, they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. These review cycle will follow the **assess, plan, do and review** cycle

Assess

SEND students may be identified through the teachers' observations and assessment, SEND areas of need standardised assessments (Baseline, SATs, etc.), ATL analysis, parental/carers concerns, the students own observations or by external agencies.

Plan

Where it is decided to provide a student with SEN Support, the parents will be notified. The SENCo and/or LSC will agree in consultation with the parent and the student the interventions and support to be put in place.

Do

The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services, for example the Educational Psychology Service, Autism team, or Speech and Language service, can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Statutory assessments/Education, Health and Care plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an education, health and care plan.

The SENCO is responsible for ensuring that students with EHCPs receive the appropriate amount of support as specified in their plan. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

High Needs (Locality) Funding

Where school is making significant additional provision for a student it may be appropriate to apply for High Needs (Locality) Funding to top up schools own funding towards this provision. There are clear guidelines and criteria for applying for this funding, which cover each of the broad areas of need at different levels. Applications for Locality funding are assessed and approved by a panel that includes the locality SENCO and locality SEN lead professionals.

Local Offer

Westfield school will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at, searching for the www.sheffielddirectory.org.uk by searching SEND (Local Offer) and the school's name.

Key Stage 3 and 4 Learning Support Pathways

We recognise that some SEN students require long term provision because of their identified needs. These students may require the skills of a specialist teacher or group of professionals to be involved. Most of these students' time is spent in the mainstream classroom, but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these students' self-esteem.

In Key Stage 3 (Years 7-9) we have a small group provision – **Key Stage 3 Learning Support** - that is designed to enable students (identified by our feeder primary schools through our extensive transition process) to have a successful transition into Westfield School and enable them to build their confidence and skills to be successful in mainstream lessons.

At Key Stage 4 (Years 10 & 11) we have a supported curriculum pathway – **Yellow Pathway** – for students who require some additional support with their learning. Students in the Yellow Pathways are taught Core subjects in a smaller group and will have additional support with English and Maths. For the current Year 10 (2022.23) we have introduced a further supported curriculum pathway – **Yellow Pathway+**. Students in Yellow Pathway+ in addition to the support around core subjects are also supported to develop their life skills. The aim of all our curriculum pathways at Key Stage 4 is to enable all students to achieve the best they can and progress positively Post 16.

Social Emotional and Mental Health Wellbeing (SEMH) at Westfield School

It is important that all of our students are happy as we recognise a disengaged child will never fulfil their potential. At times their disengagement may be school-related, they find work difficult or are having problems within their peer group. At other times their wellbeing will be dependent upon things outside school such as bereavement or changes in family situations.

We pride ourselves on the excellent standard of pastoral care available to all our students. Each young person is a member of a tutor group and has a form tutor who is responsible for their happiness and wellbeing as well as their learning. If they have concerns with regard to a student in their care, having shared these concerns with the parents, they will refer them to their Year Team

Year Teams will decide on the appropriate response and level of support needed to meet the students Social Emotional and Mental Health (SEMH) needs.

At this point they the student may receive some extra support from one of our Pastoral Managers or the Year Team may decide to refer the student to our internal SEMH team or safeguarding team. This support may take the form of intervention, emotional support in lessons or a referral to an outside agency. Parents will be kept informed of any such support.

Seeking advice from other professionals

Sometimes it is important to seek help and advice from other professionals outside college. Where we believe that we need additional expert input from specialists we establish links with:

- The Educational Psychology Service
- Locality SEN panels

- Autism Service
- Speech and Language Service
- Social Services
- Physical, Visual and Hearing Impairment Services
- Child and Adolescent Mental Health Service (CAMHS)

Enrichment and Extra-Curricular Opportunities

We provide a range of enrichment activities which include:

- after-school activities — including sports, arts, drama, science, tech clubs.
- an extensive range of organised trips and visiting specialists.

We believe all students at Westfield School should have access to the full range of opportunities on offer despite their additional needs. This includes residential opportunities, extra-curricular activities including Duke of Edinburgh, Outdoor Education and the School productions.

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's form tutor as the first point of contact.

If there is an activity a student wants to set up, we fully support students in their self-advocacy. Students have set up their own clubs in the past and we encourage them to speak to their form tutor/Year Team if they have any ideas in this area.

Learning Support Team

The Westfield Learning Support Team are a team of talented individuals who have a wealth of experience supporting young people in an educational environment. Each member of the team has a caseload of students: priority is given to students with an EHC Plan or additional Wave 3 funding. In this role they support that student's emotional and social needs, contribute to their annual review and work with any external professional involved with that child.

During lesson time, the Learning Support Team members support a range of students with varying needs in order to help them reach their full potential. This support may take the form of in class support or an intervention.

Additional Help for Students

Occasionally a student with more complex needs requires more support than can be provided by Westfield School alone. In these cases either Westfield School or the parent can request the LA to consider an Education and Health Care Plan (EHCP) assessment of the student's needs. The LA will still carry out this assessment even though Westfield School is an academy.

We currently have 15 students in across Years 7-11 with EHC Plans. In addition we have 1 student who has just been issued with a draft plan and 5 students under assessment for an EHC.

Students with an EHC plan will be recorded as E on our SEN register.

Westfield School, on behalf of the authority, is committed to carry out an annual review of all EHC plans to ensure that they reflect the young person's current needs. As part of this process look closely at transition planning for student from Y9 onwards, ensuring that the young person is fully prepared for their education beyond age 16. We have a person-centred approach to our annual reviews.

Students who have a specified additional need are monitored by the SENCo and Learning Support Coordinator. Some students with an SEN K code may have a My Plan as we feel they may need further specialist support or an EHC assessment in future.

Staff training in SEN

Quality first inclusive and responsive teaching is the starting point for effective SEN support. Westfield School has a planned, robust, evidence based CPD programme for all staff and designed to continue to improve and develop staff skills sets in supporting students with additional needs.

All students with an identified SEN have a Learning Support Profile (LSP). These are accessible to all staff and are used to plan learning and support for individual students. LSPs are reviewed and updated regularly.

Opportunities for whole staff SEN training are built into the School CPD calendar and we use both internal and external staff to deliver these sessions. For example, in September 2022 all staff undertook demand avoidance profile training led by our linked educational psychologist.

Preparation for Post-16

During Year 9 all students decide which option subjects they would like to study at Key Stage 4. All students, along with their parents, receive help and guidance through this procedure from their form tutor. Some students receive additional help from their Year Teams a member of the School Leadership Team or from Learning Support staff. It is important that these choices reflect a student's strengths and interests whilst also considering the national picture which will have some impact on their future careers.

During Year 10 all students are encouraged to find a work experience placement and take part in two weeks work experience. In Year 11 we support students to prepare for and apply for Post 16 opportunities. This includes our SEN students meeting with our independent careers advisor.

During Key Stage 4 there will be opportunities for students to visit appropriate post-16 destinations. Post 16 providers will also visit Westfield School and meet our students. Some students will require extra transition visits which will be organised through the provider and these visits will be supported where appropriate. It is our aim to ensure all our students have a suitable position in either education or employment when they leave us.

In the last academic year all our students moved on to college placements, sixth form provision, employment, or apprenticeships.

SEN Development

We aim to continually update our SEN register and intervention list ensuring all students on it are receiving care additional to and different from their peers to support their progress and development.

Westfield School CPD plan is designed to develop and improve all staff understanding of SEN need and support strategies. We are also an outward looking school and embrace opportunities to work with other partners to develop and improve our SEN provision. For example we are presently working with the Autism in Schools project which offers parental engagement, student support and staff training.

Quality first inclusive and responsive teaching allows our staff to be receptive and proactive in the way they plan, deliver, and assess students. Regularly updating students Learning Support Profiles offers staff best advice on how to support their students.

If you are not happy with existing school provision

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENCo/LSC. The SENCo/LSC investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with the Deputy Head (Inclusion) will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEN and/or the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time the parent may seek help from the Parent Partnership Service SENDIAS (see below).

Bents Green at Westfield School

Westfield School hosts a Learning Hub for Bents Green Special School. The Bents Green Hub supports up to 20 students 11-16 who have a diagnosis of Autism and an EHCP. The students in the Bents Green Hub **are on the roll of Bents Green School** and supported by Bents Green staff but they access mainstream lessons taught by Westfield staff. Entry into the Bents Green Westfield Hub is via application to Bents Green School. Students on Westfield School roll cannot access the Bents Green Hub nor do they have a right to transfer into it.



Further Information and Resources

Sheffield Local Offer

www.sheffielddirectory.org.uk

The Sheffield SEN & Disability Information Advice and Support (SENDIAS)

Sheffield SEN & Disability Information Advice and Support, Floor 3 East Wing, Moorfoot, Sheffield, S1 4PL.

Telephone: 0114 2736009 Email: ssendias@sheffield.gov.uk

Parents' guide to Special Educational Needs and Disability

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Special Needs Jungle — A Parent-led Resource <https://specialneedsjungle.com>

SOS!SEN is a national charity, which offers advice and workshops for parents

<https://www.sossen.org.uk/>

Independent Parental Special Education Advice (known as IPSEA) offers free and independent legally based information, advice and support <https://www.ipsea.org.uk/>