



Westfield School

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Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Westfield School

Chorus Education Trust



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What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Childrens and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for SEND, [read our Trust SEND policy](#).

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Gary Simmons

The Learning Support (SEND) Team is contactable via: sendadmin@westfield.chorustrust.org

What types of SEND does the school provide for?

Westfield School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age.
- Require provision different from or additional to that normally available to pupils of the same age.



- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical needs**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our schools currently provide additional support for the four broad areas of need outlined in the SEND Code of Practice:

Communication and Interaction – C&I

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 difficulties with social interaction.

Cognition and Learning – C&L

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. This will also include students who may have medical needs.



How will the school know if my child needs SEND support?

Early identification of SEND and early intervention are the key to ongoing success for our pupils. 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 and/or engagement are the fundamental indicators 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 school 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, students will not be active on our SEN register but will be recorded for information and coded SEN I. 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.

What should I do if I think my child has SEND?



Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>If you think your child might have SEND needs, the first step is to contact the school and ask to speak with your child Form Tutor/Year Team. (0114 2485221 or email enquiries@westfield.chorustrust.org)</p> <p>Your child’s Form Tutor/Year Team will discuss your concerns and agree next steps. This may include referring to our Learning Support (SEND)Team.</p> <p>You could also contact the Learning Support (SEND) team directly by emailing sendadmin@westfield.chorustrust.org</p>	<p>We will identify a key worker who will discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p>	<p>If we decide your child needs SEND support (K), we will initiate a Learning Support Plan and your child will be added to the school’s SEND register.</p>

How will the school measure my child’s progress?

If we feel that your child has special educational needs we will begin to plan the appropriate support together with the young person, key staff, and families. Our focus is on outcomes: what does the child, the parent, and the school want to achieve because of the support? This will begin the **graduated approach** to supporting the young person’s additional needs.

A Graduated Approach to SEN Support

A **graduated approach** to support is adopted for students identified as having SEND and who require support that is additional and/or different to that ordinarily available in school. An appropriate level and type of support is provided to enable the student to achieve progress. Provision is identified and overseen by the SENCO and Learning Support Team but will be planned and delivered by teaching and support staff.

As part of the **graduated approach** every child with identified SEND, whether SEN E, K or I, will have a Learning Support Profile (LSP) that outlines to staff the student strengths, needs, and reasonable adjustments that need to be made to support the student. The student and parent will be invited to contribute to the Learning Support Profile.

The **graduated approach** is a 4-part cycle of **assess, plan, do, review**:

Assess

SEND students may be identified through the teachers' observations and assessment, SEND areas of need standardised assessments (Baseline, SATs, etc.), Attitude to Learning (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 (K), the parents will be notified. The SENCO or identified key worker will agree in consultation with the parent and the student the interventions and support to be put in place. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your



child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

Do

In line with providing all students with a broad and balanced curriculum, subject teachers remain responsible for working with the student daily and implementing the reasonable adjustments outlined in the student's Learning Support Profile. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, the subject teachers still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved. The SENCo and Learning Support Team will support subject 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.

Review

We will regularly review how well the support we are putting in is helping the young person to meet the outcomes we have set. We will use our improved understanding of the young person's needs to amend and refine the support we offer. Parents and students will be invited to a review conversation termly.

This **graduated approach (assess, plan, do, review)** process will be continual. If the review shows the student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

Westfield School provide Attitude to Learning (ATL) reports on your child's progress 4 times per year.

If your child is identified as SEN K or E, as part of the **graduated approach** cycle of **assess, plan, do, review**, you will be invited termly to have a review conversation with your child's identified key worker.

Your child's key worker will hold a review conversation termly to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we ask you to do, and what we will ask your child to do.

We know that parents are the experts when it comes to their child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.



After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's identified key worker in the first instance.

How will my child be involved in decisions made about their education?

Where possible, we encourage students to be as involved as possible in decisions made about their education and support.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can record and present their views in the review conversation.
- Complete a survey/assessments.

How will the school evaluate whether the support in place is helping my child?

As part of the graduated approach cycle of **assess, plan, do, review**, we will evaluate the effectiveness of provision for your child at least termly by:

- Reviewing their progress towards their agreed outcomes.
- Reviewing the student's engagement with, and impact of interventions through staff feedback.
- Using student voice activities to capture the views of your child.
- Through analysis of whole school achievement, behaviour and ATL data.
- Via review conversations with parents.
- Holding an annual review (if the student has an Education, Health and Care (EHC) Plan)

How does the school adapt the curriculum and learning environment for children and young people with SEND?

Westfield School is part of Chorus Education Trust, and our overarching aim is for 'Outstanding Achievement for All.' We aim to provide all students with a broad and balanced curriculum and excellent support to equip them with the knowledge, qualifications, attributes and skills needed for success Post 16 and in adult life.

A **graduated approach** to support is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve progress. Provision is



identified and co-ordinated by the SENCo and Learning Support Team but will be planned and delivered by teaching and support staff. Support is provided on a graduated basis., which we describe as waves of provision.

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 – additional and different support

Wave 2 is initiated where students are failing to make adequate progress as identified by the SENCo and Learning Support Team through the assessment arrangements available in school. If staff and parents agree that interventions are appropriate that are additional to, or different from the school's 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 interventions.
- smaller teaching group sessions.
- appropriate teaching groups/sets.
- group support on a regular basis.
- booster class where appropriate.
- additional staff training.
- Learning Support Profile (LSP) to include a Reflective Teams conversation.



Wave 3 – high level and/or specialist support.

- Where students fail to make adequate progress, despite additional provision at Wave 2, the school may seek 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.
- For students receiving wave 3 support, we may initiate an Extended Support Plan (ExSP) to capture in detail the needs and support available.
- If a student fails to make adequate progress, as evidenced through review of their Extended Support Plan and/or has demonstrated a significant cause for concern, the school may decide to request that the LA undertakes a statutory assessment. This would involve the school presenting your child's case at a multi-professional panel for advice and guidance on next steps. This may lead to the student being assessed for an Education, Health and Care Plan (EHCP).
- For children who have an EHCP, the SENCO is responsible for ensuring that these students receive the appropriate amount of support as specified in their Plan.

Key Stage 3 and 4 Learning Support Pathways

- We recognise that some SEND 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 Year 7 we have introduced a small group provision - **Foundation Learning Pathway** - to support the students with the highest learning needs (identified by our feeder primary schools through our extensive transition process) access a broad and balanced curriculum in a supported way.
- In Key Stage 3 (Years 8-9) we have a small group provision – **Key Stage 3 Learning Support** - that is designed to enable students 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 Pathway are taught Core subjects in a smaller group and will have additional support with literacy. For students with our highest level of need we have 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.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Westfield School is an inclusive school, and we want all our children to be able to enjoy the full range of opportunities we offer. All our extra-curricular activities and school visits are available to all our students, including our enrichment activities.

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 any additional needs. This includes residential opportunities, extra-curricular activities including Duke of Edinburgh, Outdoor Education and the School productions.

All 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.

All pupils are encouraged to go on our school trips, including any residential trip. Where additional support maybe needed to enable a young person with additional needs to access a school trip, the Learning Support Team will look to provide the necessary guidance, support and assistance.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school support pupils with disabilities?

Westfield School aim to treat all students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our core principles and commitment is to:

- provide an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

Westfield School's accessibility plan is available to download from the school website (<https://www.westfield.chorustrust.org/policies>) and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improve the availability of accessible information to disabled students.

How will the school support my child's mental health, and emotional and social development?

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.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We believe that a smooth and positive transition at key points is crucial to the success of a student's secondary education. At Westfield School we look to support students and families through these key transition points.

Year 6–7 transition support

We believe that a smooth, positive and exciting transition from Year 6 to Year 7 is crucial to the start of each student's secondary education. The aim of our transition process is for every young person to move up to Westfield School feeling excited, confident and cared for. Once we know that a young person has been allocated to Westfield School we begin the transition process.

During March, we send parents information welcoming you into our school community. Included with this will be some important forms for parents to complete, plus a welcome booklet with information

about the school. The student will also have a booklet to complete about themselves, so we can get to know them better.

Following this there are a range of transition activities including:

- Liaison with your child's current Primary Schools to identify their strengths, needs and areas of support.
- Attending SEN reviews in your child's current setting
- Y7 Welcome Evening (June/July). Parents and carers will hear from the school leadership team and current students, while our new students spend time meeting their form tutor and group.
- Y7 Transition Days (July). All of our new Year 7 students will spend two days at Westfield School during which you will meet your teachers, find your way around your new school and meet new friends.

We will try to answer all your queries regarding Year 6-7 Transition through the school website (<https://www.westfield.chorustrust.org/transition>) and, during the course of our transition events. If, however, you have a query we haven't answered, please ask the Year 7 team at enquiries@westfield.chorustrust.org.

KS3-KS4 transition support

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.

We have two supported curriculum pathways – Yellow Pathway and Yellow Pathway+ – for students who require some additional support with their learning and preparation for adulthood.

Preparation for adulthood/Post 16 support

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 career 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 almost all our students moved on to college placements, sixth form provision, employment, or apprenticeships.

What support is in place for looked after and previously looked after children with SEND?

Mrs Hague (Inclusion manager) will work with Mr Simmons our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement one another.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

We have robust policies and practices to support the admission of pupils with SEND or a disability:

- All admissions materials are available in accessible formats upon request, such as large print, and we provide assistance to families who may need help completing the application process.
- We offer pre-admissions meetings with prospective families to discuss the specific needs of pupils with SEND or disabilities, ensuring that appropriate provisions are in place from day one.
- When needed, we conduct individual assessments to understand the requirements of the child and develop a personalised SEND support plan.

We strictly adhere to statutory guidance regarding Education, Health and Care (EHC) Plans:

- Any prospective student whose EHC Plan names Westfield School is given priority and will be admitted to the school before places are allocated to other applicants.
- We work closely with the local authority and families to ensure that the needs outlined in the EHC Plan can be fully supported where possible

What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sheffield's local offer. Sheffield City Council publishes information about the local offer on their website:

<https://www.sheffielddirectory.org.uk/localoffer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://sheffieldsendias.org.uk/>

Local charities that offer information and support to families of children with SEN are:

<https://www.sheffield.gov.uk/schools-childcare/family-hub>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)