

WESTFIELD COMMUNITY SCHOOL



SEND information report

January 2025

This information report had been written in collaboration with staff, parents and pupils at Westfield Community School.

An annual parent meeting will be held to discuss the use of the report and if parents feel the website can be useful in terms of the information shared.

This report complies with section 69 of the Children and Families Act 2014

Westfield is a mainstream, maintained primary school with resourced provision for 5 pupils. The area of specialism for the resourced provision is speech, communication and language.

INCLUSION TEAM

The inclusion team at Westfield is made up of three members. The inclusion manager, Mrs Penman who oversees inclusion throughout school and leads two inclusion coordinators make up the team. Foundation Stage and Key Stage one is coordinated by Mrs Hannon and Key Stage two is coordinated by Mrs Turner. All can be contacted through the school telephone number (01942 776007) or by requesting time with the relevant member of staff at the school office. The team have an open door policy and are more than happy for parents to arrange an appointment with regard to any concerns they may have about their children.

The team oversee the main areas of inclusion throughout school which are: Special Educational Needs and Disability (SEND); Children Looked After and English as an Additional Language. Children identified and additional support is provided through the four main categories of need as identified in the Code of Practice: Cognition and learning; communication and interaction; physical and or sensory difficulties and social, emotional and mental health needs.

Local Authorities are required to publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people with SEND. Educational settings are also required to provide information, as described in the SEND Code of Practice. Here you will find some frequently asked questions from parents who need to understand more about Westfield Community School and what can be provided for children with SEND.

How does the school know if children need extra help?

Staff within school have opportunity to formally report any concerns to senior leaders and the inclusion team during progress reviews and meetings each term. Teachers and support staff will also discuss children, informally, if they are concerned with regard to pupil progress. Parents will be involved in this process of identification.

What should I do if I think my child may have special educational needs?

If you have any concerns about your child having any additional needs, you can request a mutually suitable time to speak to the child's class teacher. From this meeting the class teacher will feed back to relevant professionals within school and advise parents accordingly

How will school staff support my child?

If your child requires extra support or targets additional to the rest of the class, then the class teacher will discuss this with you at Parents' Evenings. There will be an individual learning plan. They will have a copy of this in school and this will be discussed with you to support your child's learning at home.

Teachers and senior members of staff check on the progress of children and identify, plan and deliver any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and discussing amendments with the inclusion team and/or the phase leader as necessary.

The inclusion team report back to governors, the finance team and senior leaders to confirm the needs of the children and ensuring budgets are met to suit all children's requirements regarding any resources and staffing.

The school monitors the effectiveness of its provision for children with SEND by looking at data for each individual child as well as comparing data from other schools locally and nationally.

How will the curriculum be matched to my child's needs?

At Westfield we have a bespoke curriculum that allows the children the chance to have practical experiences, ensuring progression for all.

Westfield prides itself on ensuring that all children have access to high-quality teaching and that the curriculum is adapted to meet children's individual needs (adaptive curriculum).

If a child has a disability that hinders the accessibility to the curriculum, steps are taken immediately to ensure the admission of the pupil and that the environment, and the work can be accessed as part of their offer at Westfield. This is evidenced within the school's accessibility plan. Children with a disability are fairly represented throughout school in clubs, activities, positions within councils etc.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

For those children with SEND, class teachers will discuss (as previously mentioned) the progress and targets of each child. In addition to this, the inclusion team are also available during parents' evenings to speak to parents/carers. The school will monitor the progress of all children closely by having termly meetings with staff to evaluate progress as well as setting further support for those children who may not be making steady progress. Class Profiles are adapted half termly with a member of the inclusion team to see if further referrals to other agencies/professionals may need to be made. Children will be involved as much as possible in being aware of and have ownership for the outcomes set out for them through discussion and independent sessions, where relevant.

There is ample opportunity to speak to staff at the start and the end of a school day/ through the WEDUC or Evisense apps that school use, sometimes home/school diaries can be arranged if necessary.

Parents will be notified through the SEND section of the school website of any agencies/forums that can support families with children who have SEND. [Wigan Council](#) update their website regularly to give parents/ carers the most recent information. School and any other agencies may run parent training or learning events, this can be found on the Wigan website.

What support will there be for my child's overall well being?

The inclusion team works very closely with the pastoral team consisting of a pastoral manager and three learning mentors. [Start Well service](#) may also be a service that is accessed to support families and their well being

The inclusion manager oversees the implementation of health care plans for any child requiring any medical assistance and will ask for medical practitioners to come into school to train relevant members of staff i.e. urology nurses, epilepsy nurses, diabetic nurses etc.

The school looks at each child separately to ensure their individual needs are met. Some children may require extra provision during unstructured times like playtime and lunchtime and this is written in their individual profiles. If children require extra support moving in and around school, again those needs are met through support mechanisms such as extra provision, risk assessments and individual timetables.

Children who may have social, emotional and mental health problems again have their needs met through targets and additional support/interventions. A pastoral matrix is reviewed in school with the pastoral manager as a proactive tool to support well being.

A CAMHS link worker may support in school as well as the school counsellor if needs cannot be met through the pastoral support that is in place for children who require further emotional and social support.

If social, emotional and mental health needs are an increasing concern, the school may ask for the help of the local authority in the form of a Pastoral Support Plan to avoid exclusion. Where possible, the child is asked to become fully involved in their individual plans.

The school will always ask the family to be fully involved in these processes as we know parents/ carers are the first educators of their children.

What specialist services and expertise are available at or accessed by the school?

The inclusion team consists of three fully qualified teachers, two of whom hold the SENCo National Award. All staff are trained according to children's needs. The school have access to educational psychology services, to observe and assess individual children, work with parents/carers, work with staff members and lead staff training.

The school works closely with health services, therapy services and social care services

What training have the staff supporting children with SEND had?

The staff at Westfield are consistently updating their [training](#) through different courses, seminars, workshops etc to ensure that staff are proficient in all relevant knowledge and skills

How will my child be included in activities outside the classroom, including school trips?

The school will speak to families on an individual basis regarding this. Staff make every effort to ensure children with SEND can take part by ensuring risk assessments are in place and there are higher ratios of staff.

How accessible is the school environment?

Westfield is a recent build and therefore is an up to date easily accessible school regarding disability. Improvements have been made and continue to be made on an individual basis i.e. yellow banding and paint for visually impaired pupils. Toilets are accessible with disabled facilities available. The school ensures that interpreter services are used for families who are not able to communicate in English. Any pupil that may need additional equipment/change to environment will have an individual risk assessment to ensure that all relevant staff are aware of the pupil's needs. All children have the opportunity to work with others within school as part of mixed ability, phase and age range as well as peers within the classroom.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When a child joins Westfield, the school try to make this move as smooth as possible by holding meetings with the family; children having extra visits; completing transition booklets and holding meetings with any other professionals who have worked with the child previously.

When pupils are moving onto their next phase of their education to go to the next educational setting, Westfield will arrange extra visits to schools; arrange meetings to ensure families' (including the child's) questions may be answered; transition booklets; extra work i.e. help with following timetables including bus timetables; ensuring all up to date relevant documentation is sent to the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

The school is given a notional SEN budget. The inclusion team look at pupils' needs and use the budget on resourcing; extra curricula provision; interventions; support through members of staff; any outside professional time i.e. Educational Psychologist and allocate the funding to those children who have additional needs. This is fed back to governors and senior leadership of the school.

How is the decision made about what type and how much support my child will receive?

If a child is not making enough progress, [a graduated app roach](#) is required. The school will put in the necessary additional support as well as differentiating work further. This will be evaluated as part on an ongoing cycle by the inclusion team in collaboration with teaching staff, parents and child. The class teacher is best- placed to know if there are any concerns regarding the child and will speak to the inclusion coordinator of that phase of school. The inclusion coordinator will ask the member of staff to audit what is already in place for that child before any changes are made. If that child continues to make insufficient progress, then the class teacher and inclusion team will make the decision for that child to be added to an additional needs list which then requires the child to have an individual profile of their learning needs. The parents will be involved from this part of the process.

How are parents involved in the school? How can I be involved?

Parents will be asked to fill in parent SEND questionnaires once a year as well as being involved in the Accessibility Plan every three years. Parents are invited into school to work together with the inclusion team to complete this document. Parents will always be asked to be fully involved in their child's education and how they can support school in its approaches. The school have two formal meetings with parents as well as a varied approach to update and review. This is achieved through a range of communication and media i.e. informal discussion, early help meetings, interim and annual reviews, test message system, phone calls home, communication books.

Who can I contact for further information?

If you want to discuss your child, the class teacher is your first point of contact. If you require any further advice or support with your child's needs, you can make an appointment with the inclusion manager via the school office. This can be done via phone call or via a Teams meeting.

If a parent/ carer has a concern in the form of a complaint with regard to provision they will be encouraged to speak to the inclusion team as a first point of contact, if the parent/ carer feels dissatisfied with the response from this, they will be encouraged to follow the schools complaints procedure as produced on the school website.

This information can be used in line with:

Inclusion policy

Accessibility plan

Equality policy

Children looked after policy

This report is updated annually