



SEND Information Report 2021

Our
school's
approach
to teaching
pupils with

SEND



The fundamental aim of our school is to enable all children to reach their potential and helping to break down barriers to learning is one of the ways in which we make this happen. We work in partnership with all our families and external agencies to make high aspirations a reality for every child and to provide equality of opportunity.

High quality teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities so that all can achieve. This means that provision for children with SEND is a matter for the school as a whole. Therefore, the Governing Body, the Headteacher, the SENDCo and all staff members have important responsibilities in this area.

All teachers are teachers of children with SEND and a continuous cycle of assessing, planning, doing and reviewing is firmly embedded, taking into account the wide range of abilities, aptitudes and interests of our children.

Children with SEND will receive support that is additional to or different from the provision made for other children. All teachers take account of a child's SEND in planning for a variety of learning experiences. They provide support for communication, literacy and language needs; they plan to develop children's understanding through physical and practical activities and help children to manage their own behaviour and emotions in order to be effective learners.

At Westley, we aim to identify children with particular needs as early as possible. Assessment of need will first start with the class teacher and then specific assessments may be carried out to enable the SENDCo to create as clear a picture as possible of the child's learning needs.

We acknowledge that not all children with disabilities necessarily have special education needs. All our teachers, however, take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum. Potential areas of difficulty are identified and assessed at the outset and external agencies are brought in to advise school staff, where appropriate.



Westley
Middle
School

SEND
Information
Report
2021
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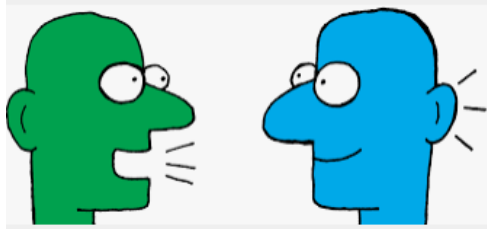
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Types of SEND provision

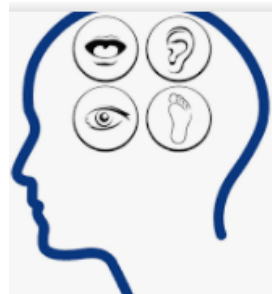


Types of SEND we provide for :



Communication and Interaction:

- Autism—ASD
- Speech and Language



Cognition and Learning:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Foetal alcohol syndrome
- Moderate Learning difficulties



Social, emotional and mental health:

- ADHD
- Mental Illness-Depression, Anxiety



Sensory and/or physical needs

- Vision/hearing impairment



Unity Trust SEND Policy



Unity Trust SEND Policy



Westley
Middle
School

Contacting
the
SENDCo



Contacting the SENDCo

Firstly

Firstly, raise any concerns
with your child's form
teacher.

Secondly

Heads of Year, Senior Leaders and
SENDCo will always be happy to
talk to you either face to face, by
phone, or by email.

If you are still not happy, please
feel free to contact the Head
Teacher to discuss your concerns.

SENDCo: Mrs Chohan-Jones

Email: westley1st@buryedu.org

Phone 01284 755144



Teaching pupils with SEND



We always aim to provide an engaging and motivating curriculum that all children can access, whatever their needs.



Our teachers have a duty to plan and deliver lessons based on knowing their children well and by making reasonable adjustments so that all children can receive the best outcomes.

We use a wide range of multi sensory resources and visual stimuli to ensure our children can access their learning in class.

Children can be provided with a range of access strategies for example: scaffolding, work in chunks, extra processing time and brain breaks, which will help to ensure they are able to access the curriculum.

Children will receive adult support where necessary to ensure they can access the curriculum.



Teaching pupils with SEND



How do we adapt the curriculum and learning environment for pupils with SEND?

The curriculum is differentiated and scaffolded to meet the needs of all of our children.

Differentiation may occur by grouping (e.g. small group, 1:1, ability groups, talk partners, 1:1 focussed tuition); content of the lesson; teaching and learning style (taking into account that children may need additional visual support, for example); pace of the lesson; provision of resources or materials; alternative recording methods (scribing, use of ICT, photographs etc); outcomes expected from individual children; level of support provided and time given to complete recording.

We act upon the advice given from external agencies (enlarging print, use of coloured overlays or recommended writing materials, for example) and endeavour to make sure that our classrooms are Dyslexia, Autism and Communication Friendly.

Examples of reasonable adjustments in a typical classroom are shown below:

| Physical Support | English Support | Visual Support | Social and Emotional Support |
|---|--|--|---|
| <ul style="list-style-type: none"> sloping board easy grip pen easy cut scissors | <ul style="list-style-type: none"> reading rulers/coloured overlays knowledge organisers for topic word banks for descriptive writing | <ul style="list-style-type: none"> visual timetable now/next board visual aids e.g. boards | <ul style="list-style-type: none"> reward chart work displayed well done postcards time out cards |
| Concentration Support | Maths Support | Communication Support | Medical Needs |
| <ul style="list-style-type: none"> task board/sequence cards sand timers table to one side, away from distractions discreet fidget toys | <ul style="list-style-type: none"> hundred square next to table number lines/squares easily available times tables mats | <ul style="list-style-type: none"> thinking time chunking of instructions pre-teaching of key vocabulary verbalising opportunities | <ul style="list-style-type: none"> care plan for medical conditions |



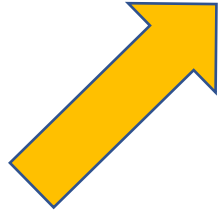
Accessing
the
curriculum



We adapt our curriculum and the learning environment of children and young people with SEND by : [Accessibility Plan Link](#)

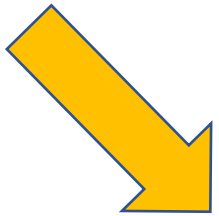


Assessing an reviewing pupil progress



Annual reviews and
structured parent
conversations

Teacher
assessments



Parent, teacher,
pupil conversations
and reports

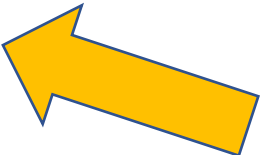
We will ensure regular
opportunities to assess
and review your child's
progress using these
stages :

Subject , pre and
post intervention
data collection

Written reports

Pupil review
meetings

Comparison with
national data





Parent Consultations

Structured Parent
Conversations and
review meetings



Informal meetings

Open door policy



SENDCo Surgeries

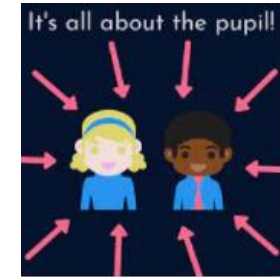
Written reports

Consulting
with
parents
and young
people



Pupil Voice

Pupil progress
meetings



Work with the SENDCo to
complete and review their
SEND support plan.

Regular access to talk with
the Learning Support
Department

Complete a One Page
Pupil Profile



Access to
the Local
Authority
SEND
offer



Suffolk SEND Local Offer

The Local Authority's Local Offer can be
found at ...

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Suffolk
 infoLink



Pastoral Support



Well-being support from form Tutor and Head of Year

Learning support assistants dedicated to each key stage to offer guidance and support

School planner to assist with communication between school and home

Worry box in class and access to information to get help e.g. KOOOTH

Drop in sessions offered by Pastoral Support Co-Ordinator, Emotional Literacy Support Assistant (ELSA) and School Nurse

Support in and out of class when needed.

School council

Annual well-being surveys to identify points of action for interventions.

Liaison with outside agencies e.g. Well being hub, GP and Family support worker

Strong themes of the week to help consolidate integrity and moral values

Transparent and effective rewards and sanctions policy

Planned PSHE and form time activities.



Most of our pupils transition with in the Unity Trust Schools.

We are very happy to collaborate with any school your child is going to or coming from.

Transition

Opportunities for extra visits with parents to the new placements

Transition meeting to share information gathered from all professionals involved

SENDCo meetings to share current practice and support

SENDCo/LSAs may visit current school to establish relationships





Evaluating Provision



The progress of children with SEND is monitored by both the class teacher and the SENDCo using both summative assessments and the day to day informal assessments that are made during lessons. This information regarding progress is then used to evaluate the effectiveness of the support that is given. We will also gather information from the child, parents, carers as well as professionals from other agencies.

With the permission of parents, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists who provide advice to schools on how to best support the child.



Evaluating Provision



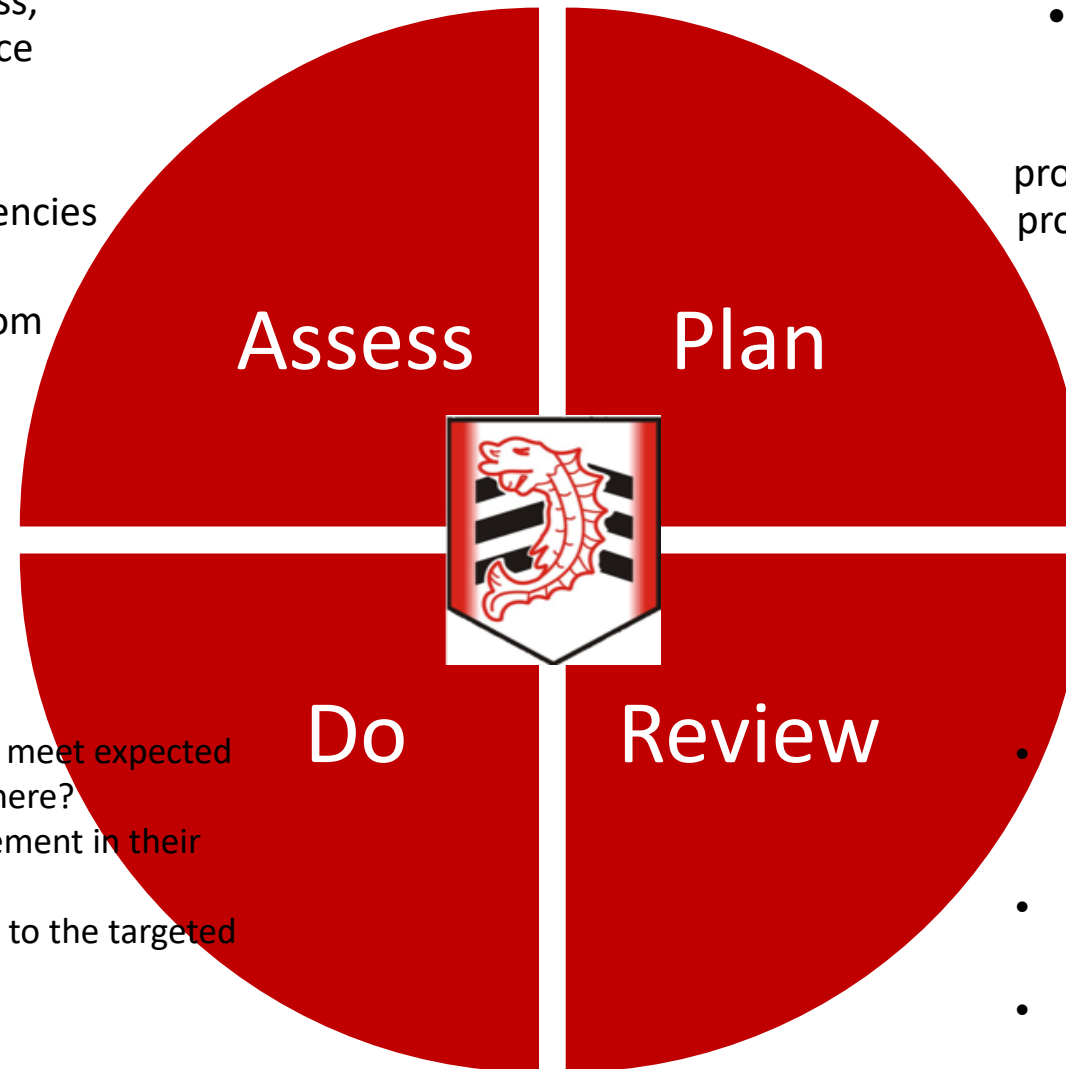


Evaluating Provision – APDR



- Teacher assessment and round robins
- Data attainment, progress, behaviour and attendance
- Parent views
- Pupil views
- Advice from external agencies
- Work samples
- Information collected from primary

- Have pupils met/on track to meet expected targets? What evidence is there?
- Has there been any improvement in their rate of progress?
- How is the pupil responding to the targeted provision?
- Parent and pupil views
- Teacher views
- Are there any changes needed to the SEND support plan?



- Reasonable adjustments teacher should make to provide high quality teaching
- Pupil profile developed
 - Parent meeting
 - Establish additional provision/intervention to make progress – reasons and SMART outcomes set.

- Learning walks to ensure pupils receiving the support they need
- Monitoring and tracking by teachers
- Implementation of strategies by teachers

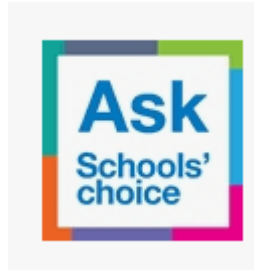


SENDCo and LSAs will work alongside outside agencies and receive training.

Specialist support.



SENDIASS





Identifying
and
Assessing
Needs



We do this by:

- Listening to parent and teacher concerns
- Listening to the concerns of the child
- By observing the child
- By carrying out additional assessments
- By using school tracking data for reading, writing and maths
- By seeking advice from outside agencies
- By gathering information provided by previous setting



We will provide skilled additional adults to support children, where appropriate.

We will have flexible arrangements to meet the individual needs of children who attend enrichment opportunities.

Accessing enrichment opportunities will be discussed with parents/ carers and any other external agencies so that accessibility needs are met.

Access to enrichment and activities

We will carry out additional risk assessments and training for all adults working with children who have specific needs.

We will look at adult to child ratios and additional resources that may be needed to support individual children when out of school for an educational or residential visit.

