



## Westbridge Academy

### SEND Information Report

Wandsworth's Strategy for Children and Young People (CYP) with SEND commits to supporting children and young people with special educational needs and/or disabilities to aim high, achieve well and feel a sense of belonging and inclusion in their educational setting. One of the aims is to increase inclusive practice so that children with special needs and disabilities can attend their local setting/school in line with theirs and their parents' wishes.

At Westbridge Academy we strive to:

- Raise achievement for all students
- Promote access and diversity
- Create an environment to provide the opportunity for all to succeed and achieve high standards
- Constantly strive to improve the inclusive nature of schools

#### **How do we identify and assess pupils with Special Educational Needs and/or disability?**

At Westbridge Academy, class teachers and the leadership team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including: Teacher Assessment, Termly Assessment and End of Key Stage SATs. Speech and language Screening and Reading Assessments are used to identify Speech and language difficulties, Specific Learning Difficulties and Social and Emotional Difficulties.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are writing, reading, maths support and social skills groups.

Despite high quality targeted teaching, some pupils may continue to make less progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a Special Educational Need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need.



We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers and the Inclusion Leader meet at least termly to review and monitor progress.

**How will we evaluate the effectiveness of the provision made for pupils with Special Educational Needs and /or disability with or without an Education, Health and Care Plan?**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as that which:

- is similar to that of children of the same age who had the same starting point matches or
- improves on the pupil's previous rate of progress which allows the attainment gap to close between the pupil and children of the same age.

For pupils with an Education, Health and Care Plan (EHCP) there will be at least an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

**What are the Academy's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs and/or disability?**

As with all pupils, children with Special Educational Needs and/or disability will have their progress tracked regularly to inform targets and to measure steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

**What is the academy's approach to teaching pupils with Special Educational Needs and/or disability?**

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is Special Educational Provision.

In meeting the requirements of The National Curriculum Framework, the academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one-to-one support and small group teaching.

These are often delivered by additional staff under the close direction of teachers. The class teacher will remain responsible for working with the pupil on a daily basis.

**What is the academy's approach to supporting pupils with medical conditions?**

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where



children and young people also have Special Educational Needs and/or disability, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at the academy with medical conditions. We have experience of supporting children with a range of medical needs; training will be sought if necessary. If a child has self-care needs, suitable arrangements will be made.

An information sheet, with photographs, is produced and kept in a secure place.

### **How does the academy adapt the curriculum and learning environment for pupils with Special Educational Needs and/or disability?**

At Westbridge Academy, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs and/or disability. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs/ Education, Health and Care Plans.

### **What additional support for learning is available to pupils with Special Educational Needs and/or disability?**

Academies and schools receive funding for pupils with identified SEND. This funding is used to support and enhance the high quality teaching in the academy. It helps to fund some resources for pupils requiring special educational provision. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, a very high level of resource is required. In this case the academy will request 'top up' from the Local Authority where the child lives.

The Headteacher has the final say in the use of the personal budget within the academy.

### **What activities are available for pupils with Special Educational Needs and/or disability in addition to those available in accordance with the curriculum?**

All clubs, trips and activities offered to pupils at Westbridge Academy are available to pupils with Special Educational Needs and/or disability, where appropriate. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. A range of clubs are provided including; sports clubs and after school clubs. Every effort will be made to provide adult support for those children with SEND who require it, if the academy is able to access additional funding.

### **What support is available for improving the emotional and social development of pupils with Special Educational Needs and disability?**

At Westbridge Academy, we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance; social skills groups, circle times and indirectly with every conversation adults have with pupils throughout the day. Pupils with emotional and social needs, because of their Special Educational Needs and/or disability, will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils'



views. We use 'pupil voice' to support children with SEND to express their views. We use, worry boxes and Philosophy for Children (P4C) to discuss issues around inclusion and bullying.

**How will equipment and facilities to support children and young people with Special Educational Needs and/or disability be secured?**

We have a range of specialist equipment including occupational therapy and physiotherapy resources and speech and language therapy resources. Other specialist equipment will be considered on an individual basis and additional funding will be sort if necessary.

**What are the arrangements for consulting parents of children with Special Educational Needs and/or disability?**

All parents of pupils at Westbridge Academy are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs further. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision.

Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

**What are the arrangements for consulting young people with Special Educational Needs and/or disability?**

When a pupil has been identified as having Special Educational Needs and/or disability because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Parents play a significant role in their child's provision and academy works closely with parents to support the child and the whole family.

**What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with Special Educational Needs and/or disability concerning the provision made at the academy?**

The same arrangements for the treatment of complaints at Westbridge Academy, are used for complaints about provision made for Special Educational Needs and/or disability. We encourage parents to discuss their concerns with the class teacher, Inclusion Manager or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the Academy website)



**How does the academy involve other agencies, including health and social services, Local Authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and/or disability and in supporting the families of such pupils?**

The academy works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Educational Psychologist support
- Speech and Language Therapist support
- CAMHS (Child and Adolescent Mental Health Service)
- Wandsworth Sensory Support Service
- Wandsworth Literacy and Numeracy Support Service
- Wandsworth Autism Advisory Service (WAAS) / THRIVE Wandsworth
- Speech and Language Therapy Service – Wandsworth

**What are the contact details of support services for the parents of pupils with Special Educational Needs and Disability, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Wandsworth Information, Advice and Support Service (WAISS)

**WAISS provide confidential, impartial, information, advice and support to parents/carers, children and young people (aged 0-25) on special educational needs and disability (SEND).**

WAISS is part of the national Information, Advice and Support Services Network (IASSN for SEND).

All WAISS staff are legally trained on special educational needs and disability law by Independent Parental Special Educational Advice (IPSEA).

WAISS staff may be able to support you to:

- Find out information related to SEND (including how the Local Authority (LA), early years settings, schools and colleges should work with parents, carers, children and young people)
- Understand and take part in Education, Health and Care Needs assessments/plan and Annual Reviews
- Prepare and or attend school/LA meetings or early years/school/college visits
- Read through and understand letters, forms, and reports on SEND
- Give your views during meetings, visits or in writing
- Know what you can do if you do not agree with a decision made by the LA or an early years setting, school or college

They can be contacted on:

- Telephone: 020 8871 8065 (24 hour confidential answer machine)
- Email: [wiaas@wandsworth.gov.uk](mailto:wiaas@wandsworth.gov.uk)



**What are the academy's arrangements for supporting pupils with Special Educational Needs and/or disability in transferring between phases of education?**

At Westbridge Academy, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition work happens between Key Stage One and Key Stage Two as well as between all the years as the children move through the academy. We also contribute information to a pupils' onward destination by providing information to the next setting. We hold face to face meetings with the child's next teacher each year and written information about the child is also passed on. At the end of KS2, a meeting is held with the SENCOs from secondary schools. This is held in the summer term prior to transition day. Records are handed over prior to the meeting organised by the Local Authority. In addition, some children participate in additional visits to their receiving academy if we feel they will benefit from this.

**Where is the local authority's local offer published?**

The local authority's local offer is published on

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Our policy for pupils with SEND is on the academy website and can be found on: <https://westbridgestepacademy.org/policies/>. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability and Disability Regulations 2014.

**The name and contact details of the SEND Co-ordinator**

At Westbridge Academy, we have a full-time Inclusion Leader. Her role includes being the SENCO. Our Inclusion Leader is Clare Edet. She is a qualified teacher and has been in post since September 2020.

To arrange an appointment to meet with Mrs Edet, please contact the school office.

**This report setting out our approaches to meeting needs of pupils with SEND will be updated at least annually.**

**We welcome your feedback and views on how helpful this information is and recommendations about how we can make it clearer or include other information.**