

What kinds of SEN are provided for?

- Cognitive and learning
- Communication and interaction
- Sensory and physical
- Social, emotional and mental health

We work with a range of diagnosed conditions:

- ADHD
- Autism
- Dyslexia
- Dyspraxia
- Speech and Language
- Hearing Impairment

How will the school identify and assess my child for SEN?

- Teacher assessment
- Discussions between staff, parents and pupils
- Learning Support Assistants will report any difficulties seen both in and out of lessons
- Make a referral to an outside agency

Assessment depends on the child's area of need but could include testing the child at school and/or making a referral to an outside agency.

How does the school support my child to access the whole curriculum?

- Quality First Teaching
- Differentiated lessons
- Staff liaise with both pupils and parents
- Learning Support Assistants in lessons where needed
- Focus groups
- All teachers receive training regarding SEND matters
- SENCo is available to work with teachers to create best practice for each child
- Personalised learning
- ELKLAN trained staff
- LSAs receive training for group work
- Termly pupil progress meetings
- SEN pupils identified on the school's tracking system

SEND Information Report

(Special Educational Needs and Disability)

How will my child be involved?

- Work with the SENCo to complete their Support Plan for teachers to use when planning
- Complete a One Page Pupil Profile with parents
- LSAs will gather feedback regarding support and interventions
- Involvement in Annual Reviews
- Have regular access to talk with the SENCo and team

Who can I contact for further information, or to make a complaint?

- Class teacher
 - Subject teacher
- (Use the planner or phone the school 755144)
- SENCo: Mrs Chohan-Jones
- Email: 1st@westleymiddle.co.uk

How will my child be supported during transition periods?

- Extra visits to the new school
- SEN transition meetings
- Creation of Transfer books to support pupils' concerns
- Photographs of the new school to be used in discussion sessions and can be taken home for parents to use
- Close links with other schools
- Pupil's SEN folder transferred in good time
- Transfer Days
- Extra support from outside agencies
- One Page Pupil Profiles to provide extra details to the new school

How is the progress of my child assessed and reviewed?

- Pupil progress meetings
- Data collected from a range of subjects
- Various tests by SEN and subject departments
- Pre and Post intervention data
- Liaison between staff, parents and pupils

What other agencies can the school work with to support my child?

- Speech and Language therapists
- County Inclusive Resources to support ASD
- School nurse
- CAF referrals which can lead to Team Around the Child meetings
- Behaviour Support Services
- Educational Psychologists
- Mental Health support workers
- Occupational therapists
- Looked After Children Support Services
- GP
- Parent Partnership (SENDIASS)

SEND Information Report

How can I get involved and support my child?

- Informal telephone and email communication
- Provide support at home to continue the work of school e.g. read together
- Attend Parent Evenings
- Be involved in creating the paperwork to be used by staff e.g. One Page Pupil Profile
- Keep the SEN department updated with relevant information

What support is available for my child's emotional and social development?

- One to one or group sessions
- Form tutors will have regular contact
- Lunch Club
- Social skills and self esteem interventions
- Pastoral support system
- Gardening group
- Gym Trail