



The
Westgate School

#equippedforlife

Special Educational Needs (SEN) Information Report

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Dear Parents and Carers

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

The SEND Team

SENDCO

Our SEND (Special Educational Needs and Disabilities) team is made up of experienced and dedicated staff who work collaboratively to support the diverse needs of our pupils. The team includes the SENDCO, deputy SENDCO, SEN manager mainstream and SEN manager for the Physical impairments and Learning Support Assistants, along with other professionals who work together to ensure that pupils with SEND receive appropriate support to achieve their full potential.

Our SENDCO is– Melina May - mma@westgate.slough.sch.uk

Deputy SENDCO

Our assistant SENDCO is Fay Fisher - FF@westgate.slough.sch.uk

Learning Support Assistants (LSAs)

We have a team of 8 LSAs, including 4 Level 4 LSAs who are trained to provide Physio. All LSAs are trained to provide Personal Care for students in our resource base.

LSAs also offered shared support in lessons for students with EHCPs. They also support with external and internal examinations providing readers, scribes and facilitating extra time provision and rest breaks.

Educational Psychologist

We have an in-house qualified Educational Psychologist who supports us with identification, and recommendations for supporting students

Social Worker

We have an in-house Social Worker who supports us with working with families when the need arises

ELSA

We have an in-house ELSA who supports us with interventions for students.

Class/Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SEND Team to meet the needs of pupils who have SEN.

SEN Training for Teachers

All teachers at our school receive regular, in-house training on Special Educational Needs (SEN). This training is designed to equip staff with the knowledge and skills needed to meet the diverse needs of pupils with SEND, supported by the SEND Team. Our training program covers all four areas of need and includes, but is not limited to:

Staff Members	Training completed
All Teachers	• The SEND Code of Practice • The Equality Act • All general school policies relating to the Quality of Education • Quality First Teaching • Safeguarding • Mental Health Awareness in Young People • Neurodiversity & inclusion in the classroom • Autism • ADHD • SEMH • SpLD • SLCN • Physical Impairment • Hearing Impairment • MLD • CAMHs • 1-2-1 in class coaching where need identifies

Learning Support Assistants	We have a range of skills amongst the team; different staff have had training in the following areas: • Speech and language programmes • Autism • ADHD • SEMH • IDL Literacy • IDL Numeracy • First Aid • Social Skills – Zones of Regulation • Exam Access Arrangements • Supporting Students with Epilepsy • Mental Health Awareness in Young People • Sexual Health and Relationships • Mindfulness • Anxiety and Depression • Hearing and Vision Impairment • Education for all – Disability, Diversity and Inclusion • Physiotherapy • Moving and Handling • Asthma Awareness • EpiPen usage • Specific physical needs such as Duchenne muscular dystrophy and Stroke awareness where we have students on roll with these disabilities.
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Training is delivered through a combination of in-house sessions and external specialists. All teachers have been provided with adaptive teaching grids to cover all areas of need in the school which provide guidance on how to adapt teaching to meet the needs of students with SEND. Additionally, teachers have access to Lead Practitioners who work, under the guidance of the Deputy Headteacher (Quality of Education) to coach teachers in improving their practice.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists & Physiotherapist
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Primary Mental Team Berkshire Sensory Consortium
- Visual impairment specialist
- Hearing impairment specialist
- Wheelchair services

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher, you can do this via email, parents' evenings, or telephone conversation.	We will gather feedback from all teachers to ascertain if your child has special educational needs and may meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.
They will complete a referral form which will be sent to our SEND team.	Together we will decide what outcomes to seek for your child and agree on next steps.	
You can also contact the SEND Team directly. senhub@westgate.slough.sch.uk	We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.	

4. How will the school know if my child needs SEN support?

Every teacher is a teacher of SEN. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include information from Reading Age tests, class assessments, handwriting, or general observation.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SEND Team will gather feedback from all teachers and may observe the pupil in the classroom to see what their strengths and difficulties are. The feedback from your child's teacher will be to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEN passport plan for them.

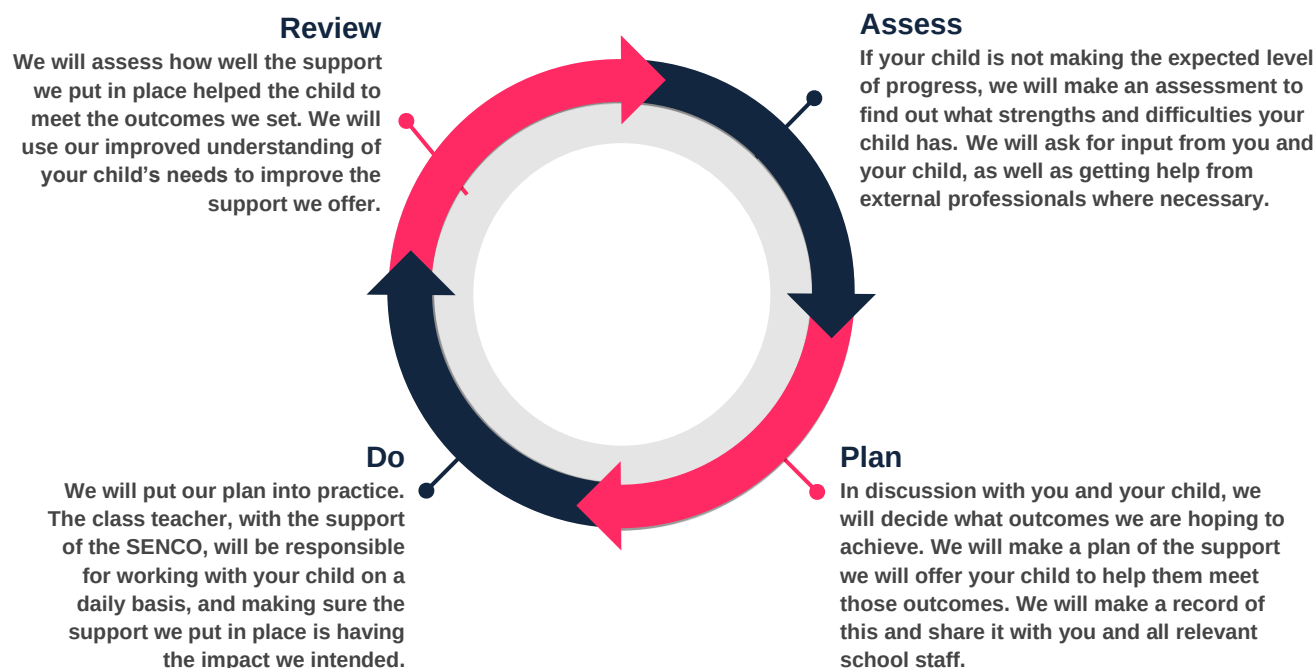
5. How will the school measure my child's progress?

Once a student's area(s) of need is identified, the SEND Team creates a personalised SEND Passport. This document provides teachers with a detailed overview of the student's barriers to learning and specific strategies to support their progress.

Students are continuously monitored through the 'graduated approach' - Assess - Plan-Do-Review process. This process may include placing the student in intervention groups tailored to address their needs.

Before an intervention begins, parents and guardians are notified via Edulink, outlining the intervention details and intended outcomes. Students are assessed at the start of the intervention to establish a

baseline and again at the end to evaluate progress. Once the intervention concludes, further information is shared via Edulink, providing details of the outcomes and any next steps to support the student's continued development.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide twice yearly reports on your child's progress from their class teachers.

Your child's class teacher will meet you at least once a year, but more if the need arises to:

- Identify clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support they will put in place to help your child make that progress
- Identify what they will do, what you may be asked to do, and what your child will be asked to do

A member of the SEND team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your 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.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion any relevant updates will be recorded including actions and support that have been agreed. This 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 class teacher, either via email or by contacting the school office.

If your child has an EHCP plan, there will be an additional meeting at least annual where the EHCP outcomes will be reviewed and discussion around support being received and its effectiveness will take place.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum delivery to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Support Assistants will support pupils when directed by the child's EHCP or class teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	ELSA Interventions Speech and language therapy Pre warning of change where possible Quiet area during social times (ZEN zone)
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reader pen Laptop Interventions
	Moderate learning difficulties	Task boards Writing Frames
	Severe learning difficulties	Sentence starters Pre-teach vocab
Social, emotional and mental health	ADHD, ADD	Fidget toy Time out card Counselling ELSA interventions Alternative space during social times
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	Seating plan Touch Typing Physiotherapy Occupational Therapy 5-minute early pass Enlarged resources Wheelchair accessibility Hoists & Plinths Personal Care

These interventions are part of our contribution to Slough's local offer.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing the impact of interventions after a pre-defined time depending on the intervention
- Using pupil questionnaires

- Monitoring by the SEND Team and Class teacher
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Review Round feedback from staff

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including residential trips.

All pupils are encouraged to take part in sports day, school plays, school concerts and performances, join sports teams, debating team, as well as many more.

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.

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

- We have an open-door policy for tours of the school, and appointments can be made for a tour with the SENDCO for students with EHCPs by emailing senhub@westgate.slough.sch.uk
- All applications for students with EHCP will come through the local authorities' Annual review process in year 5, who will then consult the school. Once we receive all information, we will reply to the local authority regarding whether we can meet need and why. EHCP placements are placed ahead of other students.
- The school's oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

The school is committed to ensuring every student has access to the same high-quality education which is facilitated through high-quality teaching. The school is fully wheelchair accessible and we take guidance from the sensory consortium to ensure the environment meets the needs of visually, hearing and physically impaired students.

Our accessibility plan can be found on the school website under the policies section.

As we act as a resource base for physically impaired students, we have 2 physiotherapy rooms which are equipped with hoists and plinths and a number of disabled toilets across the school, some of which are also equipped with hoists. There are 4 lifts in the school to ensure that all areas of the school are fully accessible.

We also offer a wide and diverse curriculum which is fully inclusive and supports minority groups. Our Personal Development and Character Education curriculums aim to educate all students on awareness of minority groups. Where necessary, there are curriculum adaptations such as in PE so that all students can access the full school curriculum.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the student leadership team and the house system
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by school questionnaires and Head of Year support
- We run an alternative social area for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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

Between years

To help pupils with SEN be prepared for a new school year we:

- Head of year remains the same for the 5 years to help students through the transition of each year
- Subject teachers will discuss students who are moving to a new teacher in the summer term in preparation for the new Autumn term
- Where needed, the SEND team will support introducing the student to their new teachers in the summer term in preparation for the new year.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SEND Team of the primary school meets with our SEND Team to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils with EHCPs to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from Year 13 to help them get settled in and find their way around.

Moving to Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for looked-after children and previously looked-after children is Mr T Crossingham.

He will work with our SEND Team, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. What should I do if I have a complaint about my child's SEN support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, Head of Department and/or the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Clerk of the Governors clerk@westgate.slough.sch.uk. They will be handled in line with the school's complaints policy which can be found on our school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, please see: [Slough Information and Services Guide | Global Mediation - mediation and disagreement resolution services](#). You can request mediation by contacting 0800 064 4488.

18. 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 Slough's local offer. Slough publishes information about the local offer on their website:

[Slough Information and Services Guide | Slough SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Slough Sendiass :: Home](#)

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

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

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages