

SEND Information Report



Review Date

September 2023

Ratified

7 March 2024

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

	<p>Westbourne Academy does not discriminate against any time of SEN and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made Westbourne Academy will seek to support any student in accessing the academy and its' full provision offer. We ensure that we always adopt a person centred approach and the child is at the heart of everything we do.</p>
<p>The academy identifies and assesses SEN by:</p>	<p>As a department, we have several ways in which we identify and assess pupils' needs:</p> <ul style="list-style-type: none"> • Transition. The SENDCo co leads the Year Six and Year Seven Transition process to ensure that this is seamless. The SENDCo visits all the primary partner schools where the needs of SEN pupils are discussed and identified. We also run Transition Tas where two TAs visit each primary school and deliver sessions on coming to Westbourne and deal with any concerns. Additional transition visits are offered to SEN pupils to help them become more confident about starting high school. • Our teachers closely monitor the progress made by all pupils and ask advice from the SENDCo as soon as they have any concerns about any pupil. Concerns may be raised by a pupil's teacher – for example, low self-esteem could be affecting performance and indicate an underlying need. Teachers have an online referral form which can be used if they are concerned about a student's progress. • Key Stage Two results. • Baseline testing of reading across KS3. The NGRT Test is used to assess reading ages across KS3. • Information from external agencies. • Observations. • Parental or pupil concern. • Referrals from the pastoral team. • Results from the CATS test which is taken by all Year 7 pupils. • Friendship or behavioural issues. • In house testing, as determined by the SENDCo, using a range of tests to pinpoint areas of weakness. • Assessment for access arrangements in formal examinations. • Mid year admissions process. This enables us to identify any SEND needs and ensure students are placed in appropriate teaching groups.

The academy supports SEN in accordance with its policy framework which is set out at:

All Westbourne policies and procedures can be found on our website under Our Academy, then Policies or Procedures.

This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2015

These policies set out the academy's approach to:

- Assessing and review of the progress of children with SEND
- Adapting the teaching, curriculum and learning environment for children with SEND
- Making decisions on additional support in relation to children with SEND
- Ensuring inclusion of children with SEND with children without such needs across all academy activities
- Supporting the emotional, social and mental development of children with SEND
- Evaluating the effectiveness of our provision for our children with SEND

The Academy's inclusion contact details are:

Link Governor for SEND

Mandy King

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Principal

Marianne Woodhouse (Acting Principal)

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SENDCo:

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Deputy SENDCo:

Opal Degville

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Assistant SENDCo:

Lynne Percival

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The academy's staff have been trained and have expertise in the following areas:

- At Westbourne, we were fortunate in creating and leading the development of the Suffolk TA Network through the work of one of our HLTAs.
- The TA Network offers a wealth of training opportunities and some of Westbourne's TAs have led training.
- As far as possible, we ensure that all TAs have a subject specialism so that they can understand the curriculum and offer a consistent level of support.
- Additionally, as far as possible, we also want all of our TAs to have a specialism within SEND. We have the following trained members of staff:
 - a) a Thrive Licensed Practitioner,
 - b) an ELSA
 - c) a Draw and Talk Practitioner
 - d) a Dyslexia specialist,
 - e) a Numeracy specialist
 - f) a Speech and Language specialist.
- The SENDCo delivers training to new staff and also contributes to the whole staff CPD programme. 'All teachers are teachers of SEN' – we provide support for teaching staff when needed but promote this ethos as much as possible through our 'Know Me To Teach Me' which is one of our academy's key principles.
- Bromcom have strategies for all SEND students in the academy on the academic profiles.
- Through collaborative work with the Principal, the SENDCo has created a SWAY document which contains a wealth of information about different SEND needs and strategies which can be implemented.
- The school is a mental health school which means staff have access to regular training and some staff are trained as mental health leads.
- Every week, there is a specific SEND section within the academy for all staff where information, best practice and specific details around SEND students is shared and communicated.

	<ul style="list-style-type: none"> • During this academic year, we will be delivering weekly Snapshot CPD sessions for all staff. • Through organisations such as Anna Freud Schools and Colleges Service, we have had training on various topics and are currently participating in the 'Autism and Wellbeing' Trial. •
The academy will secure equipment and facilities for children with SEND by:	<ul style="list-style-type: none"> • Updating and reviewing the accessibility plan annually • Applying for additional funding when applicable. • Purchasing equipment needed for individual children e.g. wobble cushions. • For visual and hearing impairments, we work closely with the relevant LEA teams who offer advice and support on what we need to implement e.g. use of radio aids etc. • Equipment for classrooms such as writing slopes and laptops. • If a pupil is under physiotherapy or occupational therapy, we have TAs who will offer sessions in school under the direction of health staff. • There are two disabled toilets in the school.
The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:	<ul style="list-style-type: none"> • Annual Reviews (for those with EHCP's) • Parents' Evenings • Ongoing communication • Open door policy • Page profile reviews • SEND Parent Days • Drop Ins every Tuesday • SENDIASS Coffee Afternoons • Through our work with our own community hub where we will try and support parents as much as possible. • Keyworkers for identified students.
Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:	Following our complaints procedure which is detailed on the academy website.
The academy works with other agencies to support children with SEND and their families:	<ul style="list-style-type: none"> • Suffolk SES Services - Cognition and Learning, SEMH, Communication and Interaction and Sensory/Physical. • Suffolk Psychology and Therapeutic Services, • Mental Health in Schools Team • CAMHS • IYFAP • Families First • Friends and Network • SENDIASS

	<ul style="list-style-type: none"> • Anna Freud Schools and Colleges Service. • Raedwald Trust • The SENCO sits on the Mental Health Steering Group for the LEA and is also on the governance board for the SEND Inclusion Toolkit,
The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	<p>Suffolk Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)</p> <p>SENDIASS are also in the academy regularly where they run parents' coffee afternoons for parents to drop in and discuss any issues or concerns.</p>
The academy works on transition arrangements for children joining or leaving the academy by:	<p style="text-align: center;">KS2/KS3</p> <ul style="list-style-type: none"> • The SENDCo and the Suffolk TA Network Coordinator have co chaired the Transition Working group for the Ipswich Opportunity Area where we have worked on elements such as common • transfer documents and common transition days. • During October, Westbourne hosts its open evening for Year 6 pupils and their parents. This provides an opportunity for both parents and pupils to look around the academy. • The SENDCo also hosts an additional afternoon in October for parents to come, visit the school, and ask any queries. Parents can also make appointments for extra visits and meetings when needed. • The SENDCo and the Co Transition Lead work together to ensure that the transition process is effective. The SENDCo liaises closely with the SENDCos in the feeder schools and will attend • Year 6 Annual Reviews. Additionally, the SENDCo arranges visits to all the feeder schools in the Spring/Summer Term to discuss the pupils on the SEN register and the support they are offered in order • to ensure that the correct support is in place as soon as pupils start in September. • Year 6 will also attend Westbourne for the two Transition days where they will meet their form tutors and have a variety of different lessons. • We also have in place a further transition programme for pupils who may struggle with the transition process. This involves • staff visiting pupils in the feeder schools and then inviting them up for further visits

- We have also implemented a scheme called 'Transition TAs'. This involved members of the TA team delivering sessions in the primary schools about coming up to Westbourne and dealing with any queries.
- The SENDCo has also established a Pyramid Forum at Westbourne where all staff from the feeder schools meet on a half termly basis to discuss issues and share best practice.

KS3/KS4.

- KS3 to KS4 Pupils will have an options pathway assembly delivered by our Assistant Principal in charge of Curriculum. This gives pupils an introduction to the options pathway process.
- Following on from this, all pupils have a progression interview with a member of SLT. During the interview, pupils will discuss their post-16 and careers aspirations as well as looking at the pathways on offer.
- Westbourne hosts an annual options pathway evening for parents and pupils. This provides a valuable opportunity for both parents and pupils to talk to subject specialist staff about the different subjects on offer. The SENDCo also attends the evening to support parents.
- We also work closely with the careers department in the academy who provide programmes and events to support our SEND students in terms of aspects such as careers, interviews and CVs.
- During the Summer Term after Year Eleven have left, we will try and put in a KS4 Ready programme to help pupils who may need extra help with literacy and numeracy before starting their GCSE courses. This programme involves pupils being withdrawn from a subject which they will not be studying at KS4 and working on a 1:1 or 1:2.

KS4/KS5

- Westbourne has a careers advisor who works with pupils to prepare them for further education or training post-16.
- There is an annual careers fair where post-16 providers and local employers provide information about the opportunities available.
- The careers advisor organises trips to the local FE colleges so pupils can gain a valuable insight into different courses.
- All SEND pupils will have a careers interview where they can discuss their future plans. We will help pupils with application forms and interviews.
- We have built up links with the SEN teams at the post-16 institutions and we liaise regularly with them about the pupils who will be attending their institutions. Through this liaison, we can ensure that we can arrange extra visits if needed etc.

	<ul style="list-style-type: none"> • We have a success fayre in the Autumn Term where students can visit all the post 16 providers within the academy as well as finding out about different opportunities such as NCS. <p>This academic year, we are also participating in the NASEN Working Group on 'Preparation for Adulthood'.</p>
The Local Offer produced by the Suffolk Local Authority is available at:	https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page