
SEND School Information Report

2026 - 2027



West Park School

Authored by: Fiona Hawkins and Faye Perry

Contents

1. What is A SEND Information Report ?
2. West Park School
3. What are the different types of support available at our school?
4. Outside agencies
5. Arrangements for supporting children and young people who are looked after and have SEN?
6. How we measure progress
7. How are pupils with SEND identified at our school?
8. Graduate approach
9. Introducing the SEND department: What do we do?
10. The role of the SENCO
11. The kinds of SEND provided for in our school
12. Evaluating Effectiveness
13. What support is there for my child's overall wellbeing?
14. How is SEND support allocated to pupils at our School?
15. Who else could support your child with SEND?
16. What support do we have for you as a parent/carer of a child with SEND?
17. How is our School accessible to pupils with SEND.
18. How will my child be supported through transitions?
19. How will my child be able to share their views?
20. What training have the staff had about SEND?
21. What if I want to complain?
22. Linked documents
21. Key staff

What is A SEND Information Report?

Dear Parents and Carers:

The West Park SEND information report is a document that sets out what as a school we provide for students with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how the school supports students in a question / answer format.

This document has been written within the context of the Governors' aims and objectives.

Pupils, parents and staff are striving to:

- Enjoy the challenge and achievement of learning.
- Develop the strengths of the individual.
- Experience academic, social and personal success.
- Develop consideration and co-operation.
- Create a stimulating and supportive environment.

We are very proud that West Park is an increasingly inclusive school where diversity is celebrated. We will aim to make any arrangements needed for pupils attending West Park to be fully included in our school. We encourage all our pupils to treat each other with respect and we reinforce this in lessons, assemblies and through our working relationships.

What is SEND and SEND support?

SEND stands for special educational needs and/or a disability.

The Code of Practice 2014 states that: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. Like all schools, we are bound by the by the resources, funding and space we have but will do what we can to support.

Derby's Local Offer

Within Derby, there is much information about types of Special Educational Needs and Disabilities and services and provision available for those with additional needs. You can find information about what is available in Derby at www.derby.gov.uk/sendlocaloffer. You can view our school's Local Offer description on our school website and on the Local Offer education directory.

West Park School is:

A mainstream secondary school (Academy) for pupils aged 11 -16.

At the time of writing the school has 1464 pupils on roll.

The school is in Spondon, set on a large hillside. The school site consists of six building clusters, which vary in levels from single story to three levels. Lifts and stair lifts are available for pupils when they need them. There are footpaths, which include steps and slopes which link the buildings. As a secondary school, classrooms are set up for subjects, with specialist equipment in them. Pupils move between classrooms. We also have a sports hall, library and gym.

We are a large school with a full team of specialist teachers, therefore communication is vital. We ensure all teachers are made aware of the needs of those pupils they teach at the start of each year. We have an electronic filing system to ensure confidential information is secure and can be accessed by those with permissions to do so. This begins with the transfer of detailed information from pupils previous school.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all pupils in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of pupils, including those with SEND. This includes whole school training on SEND issues, in addition to regular teaching and learning briefings for staff.

Classroom strategies used at West Park School:

- Teachers adapt planning to support the needs of pupils with SEND.
- Teachers use a variety of inclusive teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to pupil's needs.
- Teachers and other adults ensure pupils are involved in learning in class.
- Classroom arrangements can be made, such a specific seating positions in class, coloured overlays etc.
- Use of laptop in class may be used if appropriate.
- Exam access arrangements – extra time, use of a reader or scribe etc. Please be aware that secondary schools are bound by JCQ regulations and access arrangements can only be granted when JCQ regulations and procedures have been followed. A diagnosis does not automatically qualify a pupil for access arrangements.

Interventions used at West Park School:

- Additional reading groups.
- Extracted Literacy lessons, reading, comprehension etc.
- Handwriting, touch typing.
- Social skills (Thrive).
- Some pupils receive planned additional Literacy lessons instead of French via their place in the nurture group
- Additional 'catch up sessions' (usually for Y11)
- Daily key stage 3 and keystage 4 homework club, named 'Study Circles'.
- Phonics and fluency interventions.
- Speech and Language Therapy (as advised by NHS Speech and Language Therapist)
- Maths support
- Spelling groups
- Fine motor skills
- Dyslexia Support

Many more interventions may be put in place depending on the individual pupils' needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist if external support is required. This will help the school and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school. Please be aware that waiting lists may be vast due to limited EP service in the city.

Arrangements for supporting children and young people who are looked after and have SEN

Any children who are looked after will have access to any of the arrangements set out in this report that are appropriate for them to have their needs met and to make progress providing regulations are adhered to. They will also have Personal Education Plan meetings three times a year where progress, support and needs will be discussed and reviewed. They will have PEP targets as well as pupil passports (SEND) targets where this is required

How we measure progress?

Subject teachers, heads of department, senior staff as well as the SENCO, continually monitor pupil progress. Progress is reviewed at regular intervals and more formally once each half term. If your child is at SEND Support or has a EHC Plan, progress will be monitored as part of the target setting cycle. You will be sent a copy of your child's pupil passport each time they are reviewed and new ones are

set. Targets will be set with your child in school and they will sign a copy of the pupil passport to agree the new targets. Targets will also be laminated and used in class to help your child with their personal targets

The progress of pupils with a EHC Plan is formally reviewed at an annual review.

The SENCO will also monitor that the pupil is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

How are pupils with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a pupil has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'. The aim and 'ideal' is that our inclusive quality first teaching enables every pupil to progress and thrive.

Children are identified as having Special Educational Needs if their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Subject teachers make regular assessments of progress for all pupils. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance and health are considered. Consideration is also given to the particular circumstances of pupils, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and relevant teaching staff to consider all the information gathered from within the school. Parents/carers will be notified by letter of the decision to put their child on the SEND register.

- The pupil's areas of strengths and difficulties; any parent/carer concerns;
- Plan any additional support your child may receive or need;
- Discuss with you, any referrals to outside professionals, to support your child's learning that can be made.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. Parents have the right to decline the offer of their child being placed on the SEND register.

Graduated approach

We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Introducing the SEND department – What do we do?

As a department we provide the following services:

- Assessment, monitoring and reviewing of pupils with special or additional educational needs.
- In class support for pupils with a range of difficulties, physical, sensory, learning or SEMH
- Literacy and Numeracy interventions, Individual support for students with GCSE subjects.
- Providing break time and lunchtime support for specific students whose physical or learning needs require this, including quiet zones during all social times.
- Devising and implementing individual and group programmes covering:
 - Literacy
 - Numeracy
 - Comprehension
 - Thinking Skills
 - Extending short-term memory
 - Increasing concentration span
 - Communication Skills
 - Co-ordination and motor skills
 - Speech and Language Therapy

-
- Supporting all subject areas with Wave 1, 2 and 3 interventions.
 - Providing staff with information with respect to various barriers to learning.
 - Formulating and reviewing Pupil Passports.
 - Setting, monitoring and reviewing targets with pupils.
 - Support and assistance with differentiation of resources and activities when time allows.
 - Liaise with representatives of external agencies.
 - Support parents with applying for Education and Health Care Plans (EHCPs)
 - Annual Reviews of students with Educational, Health and Care Plans.
 - Organising assessment of students for access arrangements for Key Stage 4 external examinations and applying for arrangements as relevant, in accordance with JCQ regs.
 - Providing support for pupils in internal and external examinations, reading and recording etc.
 - Input into integration and re-integration interventions for students returning to or entering school.

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The subject/ class teacher has responsibility for:

- Checking on the progress of your child;
- Identifying, planning and delivering the differentiated curriculum for your child in class as required;
- Personalised teaching and learning for your child;
- Ensuring that the school's SEND Policy is followed in their classroom.

We are immensely proud of our inclusive school and every teacher is responsible for SEND. Your first port of call would always be your child's form tutor who knows them best.

The role of the SENCO

The SENCO is responsible for:

- Developing and reviewing the school's SEND Information report/ policy
- Coordinating all the support for pupils with special educational needs or disabilities.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school, so that they can help pupils with SEND in the school to achieve the best possible progress.
- Ensuring that students receive the appropriate exam access arrangements based on a picture of need.
- Holding annual EHCP reviews, ensuring all paperwork is completed and sent to the LA.

The SENCO is also responsible for ensuring that parents are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is receiving;
- Involved in reviewing how your child is doing;
- Liaising with all other agencies, which may be, involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

When identifying the nature of a pupil's special educational needs, the four areas of need that are considered are:

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

The school recognises that the pupils may need support in more than one of these areas

Evaluating Effectiveness,

The Head of Inclusion, SENCO and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupils in making good progress and securing good outcomes. This is known as the graduated approach. (6.44 CoP).

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's form tutor or Head of Year. They will collect any further information; talk with your child and aim to address these concerns at department level before potentially making a SEN referral if cycles of department support do not prove impactful. If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCO.

What support is there for my child's overall wellbeing?

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

West Park employs a registered nurse who contributes to pastoral support and safeguarding. We have an experienced pastoral team who support pupil welfare. All staff have had safeguarding training. This training is kept up to date. The school nurse runs an 'open surgery' for a half day every week.

West Park's Inclusion support team includes the Head of Inclusion, SENCO, a SEN teacher, support staff and 12 teaching assistants- alongside all of our teaching staff of course.

We have designated Autism Champions; these are members of staff who have had additional training about autism and support strategies for pupils with Autism. They have a key role in supporting pupils with ASD and ensuring strategies are used effectively across the school. We meet to share inclusive practice regularly.

We have a designated member of staff who monitors and supports pupils with medical needs. We work closely with Local Authority Specialist Teachers from STePS where a child has a specific need such as a Hearing Impairment, Visual Impairment or Autism; we also work with the Educational Psychologists when their advice is needed.

How is SEND support allocated to pupils at our School?

The Code of Practice 2014 states that: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.'

Pupils are moved on to SEND support when, despite accessing catch up interventions, and cycles of inclusive teaching, they are still not making expected progress and are not meeting their targets. Pupils with more complex needs who may also require support from outside agencies would also be classified as SEND support.

For a minority of pupils who are not making progress in more than one subject we may investigate using the graduated approach for an extended period, carry out lesson observations, pupils voice sessions or creating 'picture of need'.

The school budget is received from the Education Funding Agency, which includes funding to support pupils with SEND. This is called 'SEN Notional funding'. The Head decides on the budget allocation for SEND in consultation with the school governors, based on needs within the school. The Headteacher, business manager and SENCO discuss information they have about SEND including:

- Pupils already receiving extra support Pupils needing extra support
- Pupils who have been identified as not making as much progress as expected
- All resources/training and support are reviewed regularly and changes made as necessary.
- Pupils will be taken off the SEND register if and when targets/outcomes have been achieved.

The SEND funding which comes into school helps ensure the smooth running of our ever-developing inclusion provision.

Who else could support your child with SEND?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs. Teaching assistants are based in subject areas and are not deployed to individual pupils (unless this is funded through EHC plan)
- Behaviour /Pastoral Support Team
- Nurture group / Base 9 Literacy Unit

Educational Psychology Service / STePS Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy Occupational Therapy
- Behaviour Support Service (LA) Multi-agency team

SENDIASS

- Support Services for the Hearing, Physically & Visually impaired Child and Adolescent Mental Health Service (CAMHS)
- Social Care School Nurse
- Physiotherapy Service Voluntary Sector:
- Umbrella Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum Voices in action

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

This section is also appropriate for children and young people who are looked after by the Local Authority.

If you are a parent of a child, who attends West Park who has special needs please let us know how we can support you. We have a visitor's fire evacuation plan located in reception. We have a reception, which is supervised by a member of staff during school hours where staff will help with enquiries. We have visitors parking bays and disabled parking bays directly outside of the school reception. Please be aware that with over 1400 families to support- we respond to your messages as soon as possible.

We can make available upon request information in different formats or languages. We will make any reasonable adjustments required of us if requested within a reasonable period. For example, if you would like a letter in large print, please give us a notice of this. If arrangements need to be made permanent, we will do our best to accommodate this.

Subject teachers, form tutors, Heads of Department, Heads of Year, SENCO, Behaviour/Pastoral Support Managers are available to discuss issues, as appropriate to their roles in school. We are all responsible for inclusion and SEND.

Your child's targets will be reviewed twice a year, we will work with your child and their teachers to plan and review these. We will hold meetings with outside professionals where and when appropriate. We will share information with you about parent/carer support groups where we can.

How does the school support pupils with medical conditions?

The school follows 'Supporting pupils at school with medical conditions - Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a policy regarding the administration and management of medicines on the school site. Some pupils may have a care plan and/or a personal emergency evacuation plan in place.

Staff have updates on conditions and medication affecting individual pupils and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to pupils with SEND?

The school is in Spondon, set on a large hillside. The school site consists of six building clusters, which vary in levels from single story to three levels. Lifts and stair lifts are available for pupils when they need them. The site has playing fields and there are footpaths, which include steps and slopes that link the buildings.

As a secondary school, classrooms are set up for subjects, with specialist equipment in them. Pupils move between classrooms. We have a sports hall, library and gym. There are disabled toilets available. There is also disabled parking outside in the car park.

Teaching resources and equipment used are equally accessible to all pupils. (Exceptions to this will only be on the grounds of health and safety where all attempts at reasonable adjustments have been made).

After school and extra-curricular provision is accessible to all pupils including those with SEND.

All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible. If your child is moving to another school: We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child all records about your child are passed on as soon as possible.

Transition from Key Stage 2 to Key Stage 3:

Our transition lead will visit your child's primary school and discuss needs with their teacher or SENCO. A transition meeting with staff from both schools will be held. We take time to ensure we read all records passed to us from Primary school and to brief teaching staff on anything they will need to know prior to them teaching your child. We request information from the school but are also happy for parents to pass anything to use you think we will need. Enhanced transition is offered, which includes additional visits and activities with designated members of staff via the three Derby City transition days.

Transition from Key Stage 3 to Key Stage 4:

Our School has high aspirations for all pupils and gives a range of guidance to ensure that pupils choose the most appropriate courses for them. We offer: Support with choosing courses of study. Curriculum Evening for all parents/carers to inform them about courses available.

During Year 9, identified pupils may be tested for eligibility for examination access arrangements.

Before we give any access arrangements for exams the SENCO must first: -

Step 1: Show a picture of need – assessment team work to collect teacher comments, evidence from tests and exams, interim reports that show a pupils needs for specific access arrangements.

Step2: Demonstrate ‘normal way of working for the pupil – we will trial access arrangements based on picture of need.

Step 3: Once trial evidence demonstrates significant and persistent difficulties, the SENCO can then apply for access arrangements online with JCQ for all assessments and GCSE exams.

Transition from Year 11 to Post-16 /and liaison with alternative providers:

Year 10 and 11 pupils follow a careers course. It gives pupils the opportunity to set goals for the future and an understanding of business and industry. During Year 10, advice is given on interview technique, developing CVs and personal statements. A ‘Post 16’ evening for parents of pupils in Year 11 provides advice about Post 16 opportunities.

Pupils have access to relevant ‘Taster Days’ provided by colleges and sixth forms, training organisations and local industry and higher education institutes. All pupils have access to careers advice by appointment or there are staff to drop in and see at break and lunch times. A referral system enables form tutors to refer pupils to advisors or the Head of Careers if they feel they need additional guidance. Year 11, take part in mock interviews along with other useful skills on how to plan and choose an appropriate career path. Further information is available on our website [here](#).

What are the admission arrangements for West Park?

School places are allocated through the central Admissions Team at Derby City Council. You can view our admissions arrangements document on our website.

How will my child be able to share their views?

We value and celebrate each pupil being able to express his or her views on all aspects of school life. West Park has a school council; any pupils can bring an item to their attention, which will be discussed at School Council meetings. School Council meetings are held regularly with representatives from all year groups involved. The school council also are involved in school disciplinary decisions and will hear from pupils concerned if such issues arise.

If your child has an EHC Plan, they will be involved in writing and reviewing their own Outcomes and completing a 'this is me' views sheet for their annual review.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year, which addresses areas of SEND within the school. For example:

- Inclusive quality first teaching
- Access Arrangements
- Oppositional Defiance Disorder
- ADHD, ASD, Dyslexia, Diabetes etc.
- Applying the new Code of Practice

Some examples of what we will cover this year

Training	
Supporting girls with ADHD	All teaching staff/support staff
Trauma and Attachment	All teaching staff/support staff
Formative Assessment – Providing Feedback that Moves Learners Forward	All teaching staff/support staff
Longer Answer Questions	All teaching staff/support staff
Online Misogyny and the 'Manosphere'	All teaching staff/support staff
GCSEpod	All teaching staff/support staff
Food allergies and epi-pen	All teaching staff/support staff
Literacy	All teaching staff/support staff
Strategies for Peer and Self-Assessment	All teaching staff/support staff
Metacognition	All teaching staff/support staff

What if I want to complain?

Our school has a complaints policy, which can be found on our website. If you wish to complain, we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain, you can do so in writing to the Headteacher Mr McGregor. Please see the complaints policy for full details.

Linked documents on the school's website include:

Complaints Policy

School Accessibility Plan

Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England (April 2014)

Spiritual, Moral, Social and Cultural Development Policy Equality Policy

Safeguarding Policy

Examination Policy

West Park Staff

Key person	Job title
Mr S McGregor	Headmaster
Mr N Allsop	Deputy Headteacher Curriculum & Standards
Mr D Sanderson	Deputy Headteacher Behaviour, Care & Wellbeing
Mr N Flynn	Assistant Head
Mrs F Hawkins	Assistant Head
Mrs S Mangan	Assistant Head
Miss J Clamp	Assistant Head
Miss J Walker	PA & Admissions Officer
Mr A Fooks	Chair of Governors
Miss C Hawksley	Associate Staff Manager & School Business Manager
Mrs L Shepherd	Examinations Officer
Ms Perry	SENCO
Mrs D Sheffield	Safeguard Lead
Miss A Greenwood	Deputy Safeguard Lead & Attendance Officer
Miss G Roberts	Designated Mental Health Lead
Year group	Head of Year / Assistant head of year
Year 7	Mr A Goodrum / Ms J Gridley Kirk
Year 8	Mr B Coupe / Mr C Frater
Year 9	Mr W Wilson / Mr A Watson
Year 10	Ms P Roe / Ms H Askew
Year 11	Ms A Keily / Ms P Bhardwaj
Faculty	Head of Faculty
Maths	Mr M Williams
English	Miss S Dominey
Science	Ms B King
ICT	Mrs Basuita
Director of Performing Arts	Mrs C Straw
Humanities	Mr D Birks & Miss A Wright
Art	Mr M Smith
Technology	Miss L Mulholland
PE	Mr S McKay
Languages	Ms E Burguin
Music	Mr D O'Donovan