



SEN&D School Information Report September 2019



Contact details

Job title	Key person	Contact details
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Autism Champions	Miss J.Walker Mrs Mousley Mrs Adams	jackie.walker@westpark.derby.sch.uk therresa.mousley@westpark.derby.sch.uk amanda.adams@westpark.derby.sch.uk
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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.

West Park is an inclusive school where diversity is celebrated. We will aim to make any arrangements needed for pupils living in our catchment area to be fully included in our school. We encourage all our pupils to treat each other with respect and we reinforce this in lessons and assemblies.

What is SEN&D and SEN&D support?

SEN&D stands for special 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.

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 schools Local Offer description on our [school website](#) and on the [Local Offer education directory](#).

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

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 SEN&D Policy is followed in their classroom.

The SENCO is responsible for:

- Developing and reviewing the school's SEN&D Information report/ policy co-ordinating all the support for pupils with special educational needs or disabilities.
- Updating the school's SEN&D register (a system for ensuring that all the SEN&D 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 SEN&D in the school to achieve the best possible progress.

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 SEN&D provided for in our school are:

When identifying the nature of a pupil's special educational needs, the four areas of need are taken into account are:

- Communication and interaction;
Cognition and learning;
- Social, emotional and mental health difficulties; Sensory and/or physical need.

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

How are pupils with SEN&D identified at our school?

Referring to the 'SEN&D 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'.

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, when the following will be discussed:

- 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 SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four-part cycle:

Assess - the subject teacher and SENCO need will carry out an analysis of pupil's. Outside agencies may also be involved.

Plan - If the school decides to provide the pupil with SEN, support parents/carers will be notified. All staff involved with the pupil will be informed.

Do - interventions/support will be delivered.

Review - the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with pupils and parents through this process.

West Park School is:

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

The school has 1369 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 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.

We are a large school with 86 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.

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 SEN&D. This includes whole school training on SEN&D issues.

Below are some of the classroom strategies used at West Park School:

- Teachers adapt planning to support the needs of pupils with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEN&D 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.
- Exam access arrangements - extra time, use of a reader or scribe etc.

Below are some of the interventions used at West Park School:

- Additional reading groups.
- Extracted Literacy lessons reading comprehension
- Handwriting, touch typing
- Social skills (SEAL).
- Some pupils receive planned additional Literacy lessons instead of French
- Additional 'catch up sessions (usually for Y11)
- Homework club
- Phonics
- Speech and Language Therapy (as advised by Speech and Language Therapist) Math 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. 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.

What arrangements are there for supporting children and young people who are looked after by the local authority 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.

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 MEP (SEN&D) 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 SEN&D Support or has a statement/EHC Plan, progress will be monitored termly report as part of the target setting cycle. You will be sent a copy of your child's MEP (Targets) 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 MEP to agree the new targets. Targets will also be stuck into the homework diary for you to see and support.

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

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

Evaluating Effectiveness

The 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 CYP needs and of what supports the CYP 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 feedback to the SENCO. 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 SENCO, a SEN teacher, support staff and 10 teaching assistants.

We have three 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 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 SEN&D 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 SEN&D support when, despite accessing catch up interventions, 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 SEN&D support.

For a minority of pupils who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.

The school budget is received from the Education Funding Agency, which includes funding to support pupils with SEN&D. This is called 'SEN Notional funding'. The Head decides on the budget allocation for SEN&D 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 SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

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
- 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
- And many more

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 SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

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.

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.

Your child's targets will be reviewed twice a year, we will work with your child to plan and review these. You will receive a letter and be given opportunity to discuss these at each review point.

We will meet with you every year at Parents Evening. 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 supports 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 SEN&D?

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 CYP 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 SEN&D 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 SENCO will visit your child's primary school and discuss needs with their teacher or SENCO.

A transition meeting with staff from both schools may 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 may be offered, which includes additional visits and activities with designated members of staff.

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 will be tested for eligibility for examination access arrangements. Careers is delivered in taught lessons fortnightly, during Careers Focus Weeks (one every half-term) and off-timetable events.

Transition from Key Stage 4 to Key Stage 5/and liaison with alternative provider:

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 half-termly. The school council also are involved in school disciplinary decisions and will hear from pupils concerned if such issues arise.

The school also produces an annual pupil questionnaire where pupil's views are asked. The senior leaders review these and plan any actions that arise from them.

If your child has a statement/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 SEN&D?

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

- Differentiation,
- 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	Staff involved
Questioning and engaging the disengaged.	All teaching staff/support staff
Cross Curricular Literacy	All teaching staff/support staff
SEND - Anxiety and attachment	All teaching staff/support staff
Rewards and recognition for all	All teaching staff/support staff
SEND strategy and input - building inclusive, productive and resilient classrooms	All teaching staff/support staff
Creative Ways To Develop Vocabulary	All teaching staff/support staff
Inclusion in the classroom	All teaching staff/support staff
Teaching and working successfully with CM - Year 8	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](#)

SENCO	F.Hawkins		5 th September 2019
Headteacher	S.McGregor		5 th September 2019
SEND Governor	S.Ratcliffe		5 th September 2019

