

### What type of support is available for my child?

- Pastoral Manager
- Small or 1:1 teaching groups
- Quality teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- Annual reviews
- Holistic planning involving all those important to your child
- Tutor
- Opportunities for learning outside of the classroom

### How does the school support my child with transition?

**On entry** - Home visits, parent meetings, school visits, induction process, student profile

**On exit** - Transition plans, support in school, post-16 transition support, college visits, SEND/EHCP information shared with new setting

### How does the school communicate with me?

- Regular phone calls
- Website
- Parent meetings
- Person centred reviews
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions

### Who do I talk to about my child's needs or if I have any concerns?

Head of School:  
- Carey Fish/Nicola Axford  
SENCO  
- Meghan Rich  
Pastoral manager:  
- Natasha Hobbs



### SEN Information Report Summary

Westbridge Academy 2018

### What support will there be for my child's wellbeing?

- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour Certificates
- Activities - music/art clubs
- Gym sessions
- Counsellor
- ELSA (emotional literacy support)

### How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- EHCP

### How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, 1:1 counselling, ELSA sessions
- Cognition and learning needs - Dyslexic friendly approach, catch up literacy, 1:1 intervention sessions
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, stress toys, gym sessions, occupational health input, visual timetables
- Communication and interaction - Supervision during social times, social skills games, 1:1 time, Elklan
- Referral to specialist agencies as appropriate - Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis