

What type of support is available for my child?

- Pastoral Manager Support
- Small or 1:1 teaching groups
- Quality First teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- Individual Learning Plans (ILPs)
- 1:1 catch up sessions
- Annual reviews
- Holistic planning involving all those important to your child
- Key workers
- Exam access arrangements
- Opportunities for learning outside of the classroom, if appropriate

How does the school support my child with transition?

On entry - Home visits, parent/carer meetings, school visits, induction process, creation of a student profile and Individual Learning Plan (ILP)

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

How does the school communicate with me?

- Regular phone calls
- Website
- Parent/Carer meetings
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions
- EHCP Annual Review Process

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

Headteacher:

- Kirsty Osborne

SENCO:

- Emma Osborne

Pastoral manager:

- Kayleigh Southgate



SEN Information Report
Summary
Westbridge Academy
2022-2023

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
- 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)
- Robust induction process
- Information from outside agencies
- Information from previous settings
- Baseline assessments
- EHCPs

How does the school meet my child's needs?

- Detailed baseline assessments and induction process on entry
- Communication and interaction - Supervision during social times, social skills games, 1:1 time, Elklan, personalised timetables
- Cognition and learning needs - Small learning groups, Dyslexic friendly approach, catch up literacy, 1:1 intervention sessions, ICT resources available
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE curriculum, 1:1 counselling, ELSA sessions
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, gym sessions, occupational health input
- 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