

What type of support is available for my child?

- Small or 1:1 teaching groups
- Quality First teaching
- Appropriate, accessible and concentric curriculum
- Individual Learning Plans (ILPs)
- 1:1 catch up sessions
- Bespoke PSED and PSHE lessons
- EHCP Annual reviews
- Holistic planning involving all those important to your child
- Key workers
- Exam access arrangements
- Outreach support at home schools.
- SALT Support.

How does the school support my child with transition?

On entry – Home visits, parent/carer meetings, school visits, induction process including Irlen screening, creation of a student profile and Individual Learning Plan (ILP), 5 A's and an Induction Report which is sent to parents/carers and home schools.

On exit – Exit report, support in school, post-16 transition support, college visits, SEND/EHCP/Access Arrangements information shared with dual roll school.

How does the school communicate with me?

- Regular phone calls
- Website
- Parent/Carer meetings
- Meetings with outside agencies
- Weekly Progress Reports
- Weekly Outreach Reports
- Mid Placement Review
- Emails and texts home
- Letters and postcards home
- EHCP Annual Review Process
- Regular telephone and email contact with home school.
- Exit Report.

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

Headteacher:

Kirsty Osborne

Head of School:

Emily Duque

SENCo & DDSL:

Emily Langdon

DDSL:

Kayleigh Southgate



SEND Information Report Summary Westbridge Academy 2023-2024

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

- Meet and greet and breakfast club on arrival
- Support during social times and lunch club
- Mentoring
- School nurse
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour Postcards
- Activities - music/art clubs
- Bespoke PSED and PSHE lessons
- Regulation activities
- Mental Health First Aid trained staff.

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from home school
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Robust induction process with baseline assessments
- Information from outside agencies
- 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, SALT Support, visual timetables, communication cards for emotions
- Cognition and learning needs – Small learning groups, Dyslexic friendly approach, catch up literacy, 1:1 intervention sessions, ICT resources available, daily reading sessions, interventions and lessons tailored to needs.
- Social, emotional & mental health – Nurturing environment, social skills groups/games, anger management, self-esteem work, PSHE curriculum, Mentoring, Bespoke PSED Sessions, time out cards.
- Sensory &/or physical – disabled toilet, Irlen friendly lighting, coloured paper/overlays, sensory breaks, sensory resources, sensory room.
- Supporting referrals to specialist agencies as appropriate- Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis