



## Westhaven Special School SEND Information Report November 2023

Westhaven School is a specialist school, and a unique environment, for children and young people who experience complex barriers to learning. We support up to 188 learners aged between 4 and 18 years. Our school community, supported by a dedicated governing body, is committed to providing each learner with a positive and fulfilling educational experience from the moment they join the school until they leave. In order that we maintain our respected status in the community, all stakeholders work together in the 'Westhaven Way'. This is the golden thread that binds us together. We shape our learners to be:

**Safely independent**

**Confident communicators**

**Respectful citizens**

**Resilient learners**

**Inquisitive thinkers**

### The Legislative Framework

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

### The local SEND offer in North Somerset:

The SEND offer in North Somerset provides information, advice and guidance across education, health and social care for children and young people with special educational needs and disabilities – •

Education, Health and Care plans

- Preparation for adulthood
- Transitions between services
- SEND policies and guidelines
- Short breaks and respite
- Integrated transport unit
- Support for parents/carers

Further information can be found at:

Local Offer | North Somerset Online Directory ([n-somerset.gov.uk](http://n-somerset.gov.uk))

<http://www.n-somersetcsd.org.uk/kb5/northsomerset/fsd/family.page?familychannel=5000>

### Additional support for parents

Supportive parents is an organisation which offers independent, impartial advice and support to families and delivers the SEND and YOU service for children, young people and their parents' in North Somerset, Bristol and South Gloucestershire.

SEND and YOU – SEND information advice and support service

Further information can be found at:

[support@supportiveparents.org.uk](mailto:support@supportiveparents.org.uk)

[www.sendandyou.org.uk](http://www.sendandyou.org.uk)

### Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have: • A significantly greater difficulty in learning than the majority of others of the same age, or • A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **What area of SEND does Westhaven School provide for?**

At Westhaven School we strive to provide the best education to all our pupils so that they leave Westhaven feeling valued, inspired and prepared for their lives beyond school. Westhaven School provides education for pupils who have a range of 'complex barriers to learning'. Most pupils have either moderate learning difficulties including difficulties with their cognition and learning, or needs on the autistic spectrum. Many pupils have difficulties with speech, language and communication and a small number have additional medical or physical needs. Some learners may also have associated needs with their social, emotional and mental health, and sensory processing difficulties.

All pupils at Westhaven School have an Educational Health and Care Plan (EHCP). This will outline the provision that your child or young person will receive, how it should be implemented and strategies that will be put in place to support the child or young person to achieve the detailed long and short term outcomes in place. The EHCP will also identify additional multi professional provision to be provided e.g. Speech and Language Therapy (SaLT), Occupational Therapy (OT), as appropriate. Admission arrangements for our learners can be found on our website within the Admission Policy. Please contact Westhaven School's reception team for further information and guidance about admissions. Further detail on our commitment to high quality educational provision for all our learners is detailed and available on our website <https://www.westhavenschool.org.uk/policies/> in our: • Teaching and Learning Policy

- Curriculum Policy
- Behaviour policy

### **Who are the best people at Westhaven School to talk to about your child:**

Your initial first point of contact will be your child's class teacher. For any other concerns, parents can speak with the school's SEND team, Parent Support Advisors or the Senior Leadership Team.

Senior Leadership team

Headteacher: Mr Jamie Peacock

Deputy Headteacher, Head of Upper School, Head of Teaching and Learning: Mrs Zoe Payne

Assistant Head Teacher; Head of Middle School and Special Educational Needs Coordinator (SENCO) for Secondary: Mrs Susan Cantello

Assistant Head Teacher: Head of Primary: Ms Sarah Vincent

Assistant Head Teacher: Head of Upper School: Ms Emma Wells

SEND team

Parent Support Advisors: Mrs Sarah Tuttiett and Miss Kirsty Garrett.

Parent Liaison Officer: Mrs Joanne Evans

SENCO for Primary: Miss Tammy Chaplin

SENCO for Secondary: Mrs Susan Cantello

Secondary SENCO Support: Mrs Ziba Symons

SEND Governor: Peter Jarrett

### **Roles and Responsibilities**

Westhaven has two SENCO's, Mrs Cantello is the lead SENCO and on the Senior Leadership Team, she is also the SENCO for Secondary. Miss Chaplin is the SENCO for Primary.

The SENCO's at Westhaven will:

- Work with the Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed

- about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Supporting some SEND annual reviews
- Provide CPD for staff in regards to SEND

The SEND Governor at Westhaven will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO's to determine the strategic development of the SEN policy and provision in the school
- Making visits to understand and monitor the support given to learners within the school and being part of the process to ensure high aspirations for all
- Supporting with recruitment
- Providing support and challenge to the Headteacher/Deputy Headteacher and senior leadership team

Each class teacher is responsible for:

- The progress and development of every pupil in their class against EHCP outcomes • Working closely with any learning support assistants or specialist staff to plan and assess the impact of support of a learner's EHCP provision and the provision is linked to teaching • Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy
- Leading on EHCP annual reviews
- Ensuring that all learners have access to a broad and balanced curriculum that is adapted and personalised to meet their individual needs and reflecting their EHCP outcomes • Ensuring that individual learners are assessed to identify specific learning needs • Carrying out baseline assessments when your child or young person arrives at school and using this information to accurately identify areas of need
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what input they need to learn and make progress • Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists
- Maintaining a daily dialogue between school and parents, through the home/school diary, about how your child's day has been. We also welcome telephone calls and visits

### What is the provision for learners at Westhaven School?

The SEND Code of Practice identifies that:

**'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential.'**

At Westhaven School we:

- Provide a safe, healthy and happy school environment, which is conducive to effective teaching and learning
- Value and respect all pupils, parents and staff regardless of age, ability, gender, religion, ethnicity or background
- Provide meaningful and motivating learning opportunities for all pupils across a broad, balanced and relevant curriculum
- Ensure that all pupils receive their entitlement to personalised learning in line with their individual needs and preferences
- Utilise and develop appropriate forms of communication to promote understanding and self-expression for all pupils
- Promote positive pupil self-esteem and also an understanding of and respect for others, through a programme of Citizenship, Personal, Social and Health Education (PSHE) and Social Thinking

- Encourage pupils to express preferences, make decisions and to engage in self-advocacy within school and the wider community
- Facilitate a team approach to meeting individual needs, which includes educational, health and support workers, the intervention and therapy team as well as the pupil and their family
- Work in partnership with other schools and educational organisations to develop inclusive practice
- Enhance pupil progress and achievement by regarding all teachers and support staff in school as learners and leaders

Westhaven achieve the above by:

- Working in collaboration with other agencies to implement all safeguarding procedures
- Actively involving governors, staff, pupils and families in decision-making and development planning
- Planning school development in light of national initiatives and current research
- Encouraging staff to reflect upon their work and refine their practice through collaboration and team-work
- Ensuring that staff are well trained and have access to good quality professional development opportunities
- Providing highly efficient and effective administrative and financial management
- Identifying and securing adequate and appropriate resources
- Having specialist SEN teachers, and a dedicated team of support staff (including therapists, parent support advisors and a healthcare assistant)
- Providing provision for pupils with SEN, which includes in-class support; one to one provision / intervention; small group teaching as well as specialised input where needed (e.g. speech therapy; social skills, social thinking)
- Having a communication-rich environment where learners have access to a variety of communication approaches (as appropriate to their needs) e.g. PECS, symbols, signing, communication boards/books
- Using assistive technology for our learner. These adjustments are assessed on an individual basis.
- Ensuring class sizes are no more than 15 pupils, yet most classes are 12. Classes have high staffing ratios and each highly skilled class team is able to quickly identify requirements for additional support on an on-going basis throughout the year and will discuss these with senior managers and parents
- Ensuring that pupils develop relationships with a number of adults and so where possible Westhaven do not allocate specific assistants to work with identified pupils. If a pupil needs 1-1 support, where possible we share this throughout the team of teaching assistants.
- Westhaven learners are provided with opportunities to build friendships, show and receive respect, feel valued and be accepted for who they are and achieve a sense of belonging
- Life skills are developed through the PSHE curriculum for all pupils across the school. In addition, some students receive specific Life Skills lessons which support work-related learning and preparation for adult life
- Upper School and Post 16 students have the opportunity to meet with our careers advisor and have access to college link programmes and internal / external work experiences placements where appropriate
- Adapting our class structures. We have two classes who are grouped according to their need for a greater focus on a life skills curriculum. The students in these classes who are in year 10 or 11 will join qualification lessons which they are able to access where relevant.
- Ensuring that class teachers plan for the holistic development of each child in his/her class, using detailed knowledge of each individual to promote their confidence and self-esteem
- When a child's behaviour becomes challenging, teachers are supported by senior leaders in agreeing with parents as to how best to manage it in both a positive and proactive way
- Providing a broad and balanced curriculum offer, including but not exhaustive:
  - National Curriculum outcomes
  - Phonics and guided reading
  - Sensory circuits
  - TEACCH approach
  - Attention Autism
  - TACPAC
  - Zones of regulation
  - Sign supported communication/ Makaton/ BSL
  - Songs of reference

- Work experiences
- Visitors and trips
- Skills for independence
- Forest skills
- PSHE
- Love to listen
- Lego therapy
- Play therapy
- Music therapy
- Art therapy
- Sensory integration
- Social thinking

### **What additional activities are available for pupils in addition to the curriculum at Westhaven School?**

Westhaven School organise a range of lunchtime clubs for pupils. Each term we offer a range of after school clubs each evening, except for a Tuesday, which are organised and supported by Westhaven staff. The clubs vary over time and are planned around the interests of pupils. Details of the clubs and their costs are sent home via letter and our after school club coordinator can provide you with further information if needed. Our family support advisors can also signpost families to clubs and activities in their local community.

### **How accessible is the school environment at Westhaven School?**

Westhaven is a school made up of old 1960's buildings, based in Uphill, Weston super Mare. All of the school and grounds are accessible for someone with a disability, however some areas of the school are not fully accessible to someone with a physical disability, or the use of a wheelchair. This is true of our current lower school block. Two classrooms and other smaller rooms are accessed via a stairway and through a narrow corridor. Ramps and wide doorways have been installed to provide access to areas in our Secondary department. The car park has a space designated for a disabled badge holder and one school minibus has wheelchair access.

Westhaven ensure that the curriculum and learning environment is accessible to their learners by making relevant adaptations, including, but not exhaustive to:

- Adapting curriculum offer year on year to suit the needs of the learners
- Using a range of different learning styles
- Appropriate use of rewards and sanctions
- The use of structure, routine and visuals cues
- A clearly defined, structured and enabling environment
- A total communication approach
- Specialist equipment to meet physical, mobility and/or sensory needs
- Regular sensory audits of each classroom
- Use of ICT and assistive technology (Chrome pads, Chrome books, VR headsets) •
- Dyslexic friendly environment
- ASD friendly learning environment (clutter free, well organised)
- Reduced visual sensory environment
- One display board policy
- Calming blue colours encouraged in the classroom
- Careful use of lighting and blinds
- Access to sensory rooms and quiet areas
- Adaptions to seating

### **What is the expertise and training of staff at Westhaven School to support pupils with SEND, including how specialist expertise will be secured?**

We have a wide range of staff working together within the school to support the children, young people and their families.

Staff employed directly by the school include:

- Senior Leadership Team – Headteacher/Deputy Headteacher/Department Leads •
- Middle Leadership Team – Key stage leaders
- Teachers
- Higher learning teaching assistants, learning support assistants and general assistants
- Healthcare assistants

- Parent support advisors
- Parent liaison officer
- Speech and Language assistant
- Lunchtime support assistants
- Intervention support
- ICT support
- Site manager

Our school office team includes:

- School Business Manager
- School Administrator
- PA to the Head teacher
- Exams officer

In seeking to maximise the progress for each child it is important we work closely with any other professionals who support the child. We will only work with other professionals with agreement from parents and carers, unless there is an urgency to liaise with other professionals around keeping a child safe. Professionals who regularly visit the school and work with our team include:

Specialists that we “buy in” for expertise including:

- Music Therapy
- Play Therapy
- Art Therapy
- Speech and Language consultant
- Educational Psychologist service
- Careers advisor

Other professionals who support our learners, but are not employed or paid for by school:

- Speech and Language Therapist
- Physiotherapists
- Occupational Therapists
- The Sensory Inclusion Service: advisory teachers for hearing and sight impaired (employed via The Local Authority)
- Social workers – based within Locality Teams or The Children’s Disability Team
- School nursing service – who provide medical training for staff
- Supportive parents – SENDIAS
- CAMHs workers- Psychiatrists or specialist nurses
- Virtual school for Looked After Children
- Paediatricians

All Westhaven school staff have clear job descriptions which detail the required qualifications for each post in school and receive annual ‘core’ training/refreshers:

- Safeguarding including Child Protection – led by North Somerset Safeguarding Team – additional safeguarding training is required for the Designated Safeguarding Lead and Deputy and the Safeguarding team at Westhaven
- On-line safety/GDPR
- Accredited positive behaviour support programme (Safety Intervention) – delivered by in house instructors
- Basic First Aid Awareness of medical conditions and support including epilepsy, asthma and anaphylaxis
- Staff teams also receive specific training from health and other agencies to support the individual needs of pupils, such as managing cochlear implants, diabetes, gastronomy care and tube feeding, suctioning led by School Nursing Team

Additional bespoke training is delivered to class teams on a skills needs basis to meet the specific needs of the learners within that class. When a need for training is identified, we as a school use our CPD budget to fund it. Some training offered by the NHS is free. including but not limited to:

- Autism training
- Sign language/Makaton training
- Regular training led by speech and language therapist for both teachers and support staff
- Social thinking training and updates

- ASD strategies including behaviour and social mapping and comic strip conversations
- Multisensory learning
- Teaching Phonics (Unlocking letters and sounds)
- Teaching and improving Handwriting and Fine motor skills
- Strategies for supporting and improving memory
- Precision Teaching
- Dyslexia and Dyspraxia
- ADHD
- Zones of regulation
- Basic Maths skills and methods
- Developing reading skills and comprehension
- TEACCH methods
- Various trainings on health needs specific to students
- Trauma and Attachment training
- Adverse Childhood experiences
- Sex and relationships

### **How do Westhaven School identify, assess and review?**

This policy should be read in conjunction with the following school policies, found on our website:

- SEND Policy
- Behaviour for learning Policy
- Equality and diversity Policy
- Safeguarding Policy
- Complaints Policy
- Attendance Policy
- Health and Safety Policy
- Supporting pupils with healthcare needs Policy

The school's assessment, review and reporting procedures operate in line with regulation and statutory guidance. Westhaven school has two SENCO's who as part of their role, work in an advisory Teacher capacity. This role is to work with Students, Staff and Parents to enable better provision where a student is experiencing barriers to learning, using the graduated response.

All requested professionals are invited to the Annual Review meeting along with parents/carers and the child is at the center of our holistic approach. At the meeting, the Education Health Care Plan is reviewed to ensure it reflects the student accurately and states required resources to meet needs. At the meeting the pupil's learning priorities for the coming year are translated into the document by the teacher. The meeting provides opportunity to discuss anticipated changes to provision such as transition through key stages or to a post-16 provider.

Occasionally a concern may develop into a desire for a new diagnosis or diagnostic assessment. The school aims to work with parents where appropriate to secure new or a change in diagnosis where it would improve outcomes, using the graduated response. Westhaven liaise and work alongside multi-agency expertise in the identification and assessment of the needs presented by our young people and are committed to working with a number of agencies in the early support of young people who present with special educational needs.

### **How will Westhaven School measure progress against outcomes and how will families and learners know about it?**

At Westhaven School we have developed our own assessment system called our Westhaven Learning Ladders. When your child starts at Westhaven he/she is given a baseline assessment using this assessment system. Once the baseline has been established, all subsequent progress made is recorded reflecting progress made against personal outcomes in their EHCP. We summarise progress and share this with families three times a year in a mid term report.

All learners have an Annual Review meeting to which parents/carers are invited. The class teacher will write a report about how your child has progressed over the last year and will also write about progress made towards meeting the Annual Review outcomes that were set at the previous review. At this meeting we work in partnership with parents/carers to set targets for the coming year. Health and social care and other professionals are invited to Annual Reviews to ensure that the annual review of



your child's EHCP is a collaborative approach and meets their education, health and social care needs.

### **How else do Westhaven School engage with their families?**

Westhaven has close links with its families and encourages good communication, inclusion and collaboration in all areas of a child's schooling, this includes:

- Regular, daily contact with parents via a diary system and an online behaviour reward scheme • Home/School diary for comments from home and school
- Resources can be provided to support at home e.g. visual timetables, transition books, school planners
- Westhaven has two full-time parent support advisors and a parent liaison officer.
- Parents Evenings
- EHCP Annual Reviews
- Family Support groups
- 3 mid term reports
- Parents involvement in school life, through consultation and questionnaires • Parents are consulted, where possible, in all major decisions relating to their child's time at Westhaven School. Staff will discuss what the provision looks like on a day-to-day basis and will consult with parents/parents
- Year 10 and 11 parents are invited to an options information and expectation evenings in October
- Parents are invited to meet the tutor days / evenings during term 1
- Regular coffee mornings
- Parent information sessions
- Parental representation on the Governing body
- Parental representation on the Parent/Teacher Association
- Sports day/Christmas show

### **How do Westhaven School support children with SEND in transferring between phases of education?**

Westhaven runs as 3 phases, a primary phase, and two secondary phases, called Lower (Primary Key stage one and two), Middle (Key stage 3) and Upper School (Key stage four); we also have ten places in our Post 16 provision (Key Stage 5). Transition occurs between these and then onto post-16 options. Each student is considered individually when transition is to happen, in the following ways:

- Consultation with parents/carers in how we can best meet the emotional needs of the child • Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child
- Opportunities for the child and parent to have supported visits to the new situation • Weston College visits both to collect information and meet the staff
- Post 16 providers to attend transition annual review
- Transition days for pupils on EHCP's – to meet key staff, participate in taster activities and get to know each other
- A variety of joint activities between teachers and pupils at Weston College • Meetings with the Careers Advisor
- Dedicated hand over meetings between teachers
- The allocated specialist SEN teachers work closely with children and families to help them make choices beyond Year 11
- Transition plans are in place following a Y9 Annual Review. During this review, more emphasis is put on post-16 provision and preparing for adulthood
- Before leaving Westhaven School, pupils and parents will be involved in activities to promote preparation for adulthood, employment and independent living. The school enhances relevant and useful life skills, in a practical way, such as preparing simple meals, keeping the food preparation area clean and organised, doing laundry and bed making

### **How do Westhaven School Consult and involve young people with SEND in decisions about their education and future?**

The Children's and Families Act 2014 specifies duties on local authorities to have regard to the views, wishes and feelings of children, their parents and of young people themselves and to aid the participation of children and young people in making decisions about their education.

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each learner in order that they can access and experience success throughout their school life and contribute their opinions and views on their education. This



includes:

- A dedicated and well run school council which is pupil focused and pupil led
- Learners views are captured for their EHCP through questionnaire, visuals, photographs and where appropriate attendance in person
- A variety of methods for seeking student views, including assemblies, student council and tutor times
- A well-established Evaluation and Monitoring system for all subjects which takes account of student views
- Student panels regularly form a part of the school's interview process for new members of staff
- Students leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop student experiences
- If a student takes part in an intervention programme, then they will contribute their views to the termly review of progress

### **How does Westhaven School make provision/arrangements for learners who are Looked After (LAC)?**

At Westhaven, we consult with the virtual school as appropriate for personalised support. We liaise with the allocated social worker to ensure that all agencies are working collaboratively to ensure appropriate support is given. We ensure pupil premium is being used to effectively ensure that children meet their personalised outcomes. The designated teacher for LAC works closely and collaboratively with the learner, families, carers and other professionals involved to ensure appropriate support is in place. The designated teacher for LAC also holds regular PEP meetings through Welfare Call – supported by the virtual school. The designated governor for LAC works to ensure that provision is enabling LAC children to make good progress.

### **What are the arrangements made by the Governing Body for dealing with complaints from parents/carers of children or young people in relation to the provision made at Westhaven School?**

In the first instance we encourage parents/carers to raise any difficulties or concerns initially with your child's class teacher or head of phase. Should you feel that this is not resolved or is a school issue then please contact the Headteacher, Mr Peacock or Deputy Headteacher, Mrs Payne. In the event that a parent/carer is not satisfied, we have a complaints policy, copies are available from the school office and also available on the website.

### **Parental appeal**

Please contact the school's SEN Officer for details on the appeal processes, as this is dealt with by the local authority.

### **Marsha Newton**

Email: [marhsa.newton@n-somerset.gov.uk](mailto:marhsa.newton@n-somerset.gov.uk)

Telephone: 01275 888 299

The Local Authority SEND department can also be contacted by:

Website – [nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0](https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0)

Email – [SEN.Team@n-somerset.gov.uk](mailto:SEN.Team@n-somerset.gov.uk)

Phone – 01275 888 297

### **Who can you contact for further information?**

If you have any queries or requests for policies or information relating to this report please

contact: Head Teacher – Mr Jamie Peacock

Deputy Head Teacher – Mrs Zoe Payne

SENCO for Primary: Miss Tammy Chaplin

SENCO for Secondary: Mrs Susan Cantello

Email – [reception@westhavenschool.org.uk](mailto:reception@westhavenschool.org.uk)

EHCP Email – [ehcp@westhavenschool.org.uk](mailto:ehcp@westhavenschool.org.uk)

Website – [www.westhavenschool.org.uk](http://www.westhavenschool.org.uk)

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