SEND Information Report

Version	4
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Westhaven School is a specialist school, and a unique environment, for children and young people who experience barriers to learning. We support 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 learners with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2024, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information Report

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'

- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

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

Additional support for parents

'Supportive parents' is an organisation that 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
www.sendandyou.org.uk

Definitions

A learner 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 learners so that they leave Westhaven feeling valued, inspired and prepared for their lives beyond school. Westhaven School provides education for learners who have a range of barriers to learning. Most learners have either moderate learning difficulties including difficulties with their cognition and learning, or needs on the autistic spectrum. Many learners 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 learners at Westhaven School have an Educational Health and Care Plan (EHCP). This will outline the provision that each 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: Mrs Zoe Payne
Assistant Head Teacher; Head of Middle School: Mrs Susan Cantello
Assistant Head Teacher; Head of Primary and Special Educational Needs Coordinator (SENCO): Miss Tammy Chaplin
Assistant Head Teacher; Head of Upper School: Emma Wells

SEND team
SEND Governor: Dan Durie
SENCO: Miss Tammy Chaplin
SEND Hub administrator: Emma Thorne
SENCO administrator: Mrs Ziba Symons
KS1 & 2 SEND support teacher: Kirstie Sweetman
KS3 SEND support teacher: Kirsty Plume
KS4 & 5 SEND support teacher: Natalee Doran

Roles and Responsibilities

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all learners. The Headteacher at Westhaven will:

- Establish and sustain culture and practices that enable learners with SEND to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of learners, providing support and adaptation where appropriate
- Ensure the school fulfills its statutory duties with regard to the SEND code of practice
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school
- Ensure the SENCO has sufficient time and resources to carry out their functions

- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfill their responsibilities
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators
- Regularly and carefully review the quality of teaching for learners at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND

The SEND Governor at Westhaven will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND 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
- Support recruitment
- Provide support and challenge to the Headteacher/Deputy Headteacher and senior leadership team

Westhaven has two senior leaders who hold the NASENCO qualification: Mrs Cantello and Miss Chaplin.

The SENCO at Westhaven will:

- Work with the Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and report and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual learners with EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- 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
- Act as line manager to the intervention team (Healthcare assistant, SALT, Intervention teachers, Therapists)
- Act as line manager to the SEND admin and support team (SEND Admin, SENCO support teachers)
- Oversee intervention run by the intervention team, collate information and impact
- Hold or should be working towards the NASENCO qualification
- Ensure the school keeps the records of all learners with SEND up-to-date
- Support SEND annual reviews
- Deliver and organise training and CPD for SEND in conjunction with Phase leaders
- Plan and deliver family workshops (termly)

- Update and work towards the SEND action plan
- Review and action concerns raised through our EHCP monitoring system

Assistant Headteachers (Phase leads) have specific SEND responsibilities within their Phase. The Phase leader for Lower School is Miss Chaplin, the Phase leader for Middle School is Mrs Cantello, the Phase leader for Upper School and Post-16 is Ms Wells. Together, they will:

- Hold an overall view of the training needs and quality of teaching and provision within their phase
- Manage the implementation of an inclusive curriculum (ensuring all learners can access the curriculum and that teachers are confident with adaption/differentiation)
- Work with the Head of Teaching and Learning to ensure teaching methods meet the needs of our learners.
- Alongside SENCO support, make sure all learners have access to the provision their EHCP entitles them to and that they have the equipment and interventions required. In most cases the needs are met by the class team and little intervention is needed
- Oversee EHCP reviews and have regular contact with the SEND team within North Somerset
- Oversee vulnerable groups (children looked after, children previously looked after and non-attenders)
- Link with mental health services and alternative therapies when changes or needs arise
- Track progress as part of the whole team responsibility
- Attend professional/parental meetings, including SEND meetings, transition meetings etc
- Run Phase transfer reviews and any key, complex EHCP reviews
- Plan and manage transitions internally and for new learners
- Analyse top-up funding and ensure learners are accessing criteria
- Apply for additional top-up funding (submit with an EHCP review)
- Read and respond to consults
- Contribute towards Headteacher reports for Governors
- Joint Planning and implementation of EP time - Referrals for EP
- Complete sensory audits for departments and follow up any actions
- Respond to provision monitoring concerns
- Manage phase SEN budget

SEND Key Stage support teachers have specific responsibilities within a Key Stage. Kirstie Sweetman is the SEND support teacher for Key Stage 1 & 2, Kirsty Plume is the SEND support teacher for Key Stage 3, and Natalee Doran is the SEND support teacher for Key Stage 4 & 5. The SEND Key Stage support teachers are responsible for:

- Alongside Key stage lead, making sure all learners have access to the provision their EHCP entitles them to and that they have the equipment and interventions required. In most cases the needs are met by the class team and little intervention is needed
- Periodically check provision for a selection of learners
- Completing sensory audits
- Advisory teacher role - in supporting teams with advice and guidance and collating reports
- Monitoring intervention referrals
- Completing referrals for ASD hub/Sirona care (ASD, ADHD, OT, ETC)
- Meeting with SaLT team, Intervention team at least twice a term
- Meeting with Assistant Headteacher for phases termly
- Supporting Assistant Headteacher with top up application paperwork
- Supporting Assistant Headteacher in SEND provision admin as necessary
- Overseeing the intervention needed and progress of intervention within the phase. Feedback to SLT lead.
- Review and action concerns raised through our EHCP monitoring system

Each class teacher is responsible for:

- The progress and development of every learner 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 ensuring the provision is linked to teaching
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow the SEND 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 a 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 a child in school are aware of the child's individual needs and/or conditions and what input they need to learn and make progress
- Ensuring that all staff members working with a child in school are supported to deliver planned work/programmes for the 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 a child's day has been. We also welcome parent/carer 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 learners, parents and staff regardless of age, ability, gender, religion, ethnicity or background
- Provide meaningful and motivating learning opportunities for all learners across a broad, balanced and relevant curriculum
- Ensure that all learners 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 learners
- Promote positive learner 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 learners 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 learner and their family
- Work in partnership with other schools and educational organisations to develop inclusive practice

- Enhance learner progress and achievement by regarding all teachers and support staff in school as learners and leaders

Westhaven School achieves the above by:

- Working in collaboration with other agencies to implement all safeguarding procedures
- Actively involving governors, staff, learners 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 SEND teachers, and a dedicated team of support staff (including therapists, parent support advisors and a healthcare assistant)
- Providing provision for learners with SEND, 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 learners, 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 learners develop relationships with a number of adults and so where possible Westhaven does not allocate specific assistants to work with identified learners. If a learner 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 and skills for independence curriculum for all learners across the school. In addition, some learners receive specific Life Skills lessons which support work-related learning and preparation for adult life
- Upper School and Post-16 learners have the opportunity to meet with our careers advisor and have access to college link programmes and internal / external work experience placements where appropriate
- Adapting our class structures. Ensuring that learners are following the correct curriculum strand: Encounter & Explore, Connect & Grow, Aspire & Excel, Engage & Respond, Develop & Empower
- Ensuring that class teachers plan for the holistic development of each learner in his/her class, using detailed knowledge of each individual to promote their confidence and self-esteem
- When a learner'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
Story massage
TACPAC
Zones of regulation
Sign supported communication/ Makaton
Songs of reference
Work experiences
Visits and trips
Skills for independence
Forest skills
PSHE
Love to listen
Lego therapy
Music intervention
Art therapy
Sensory integration
Social thinking
Emotional Literacy

What activities are available for learners in addition to the curriculum at Westhaven School?

At Westhaven School, we believe that all learners should have the opportunity to participate in a wide range of enrichment activities that support their personal development, wellbeing, independence and social skills. Additional activities available to learners may include:

• Educational visits and residential trips

• Sports clubs and physical activities

• Arts and crafts activities

• Music and performing arts opportunities (our yearly talent show)

• School productions and performances (based around celebration of learning)

• After-school clubs. 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 learners. Details of the clubs and their costs are sent home via letter and our after school club coordinator can provide parents/carers with further information if needed.

• Break/Lunchtime clubs. We offer an indoor chill out club for learners to access a quieter area than the playground.

• Gardening and outdoor learning activities (linked to our horticulture department)

• Cooking and life skills sessions

• STEM, computing and technology clubs (such as a lego robotic club)

• Pupil leadership opportunities, including School Council

• Celebration events, theme days and community projects

• Enrichment activities, where learners can vote each term to access a new club on a Friday

• HAF club - Our Westhaven HAF Holiday Club provides an excellent opportunity for learners who are eligible for free school meals to take part in a range of exciting activities during the school holidays.

The club runs three times each year during the Christmas, Easter, and Summer holidays, offering a safe, engaging, and enjoyable environment for children to learn, play, and make new friends. During our holiday clubs, pupils can enjoy a variety of fun and enriching activities, including:

- Cooking and food-based activities
- Arts and crafts
- Sports and physical activities
- Seasonal themed activities
- Team games and social opportunities

Our aim is to help children stay active, build confidence, develop new skills, and have fun throughout the school holidays while enjoying healthy meals and a welcoming atmosphere.

Westhaven strives to create a strong sense of community, and each learner and member of staff is a member of a house. There are four house teams: earth, air, water and fire. Many competition opportunities are presented to learners throughout the year, which are held within the house groups.

How accessible is the school environment at Westhaven?

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. We have three disabled toilets, one with a hoist and shower, and one with access to a bed. The car park has a space designated for a disabled badge holder and one school minibus has wheelchair access. More detailed information regarding our disability access can be found in our disability access statement on our website.

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

- Ensuring learners access the correct curriculum strand
- 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
- Clear markings on steps and other visual hazards
- Regular sensory and communication audits of each classroom
- Use of ICT and assistive technology (Chrome pads, Chrome books, VR headsets, AAC devices)
- 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
- Adaptations to seating
- Adaptations to ensure accessibility for wheelchair users

What is the expertise and training of staff at Westhaven School to support learners 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/Assistant Headteachers
- Middle Leadership Team - Key stage leaders
- Teachers
- Higher learning teaching assistants, learning support assistants and general assistants
- Healthcare assistants
- Parent support advisors
- Attendance officer
- Speech and Language assistant
- Lunchtime support assistants
- Intervention support
- 3 x trained Safety Intervention support workers
- 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 learner it is important we work closely with any other professionals who support them. 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 purchase on a consultant basis including:

- Art Therapy
- Sex and Relationships intervention worker
- Speech and Language consultant
- Educational Psychologist service
- Careers advisor

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

- NHS Speech and Language Therapist
- NHS Physiotherapists
- MHS 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

- Off the record (OTR) - mental health support service
- Virtual school for Children looked after
- Paediatricians

All Westhaven school staff have clear job descriptions which detail the required qualifications for each post in school and receive '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
- Health and safety
- 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 learners, such as managing cochlear implants, diabetes, gastronomy care and tube feeding, suctioning led by School Nursing Team
- New staff are asked to complete a SEND awareness course as part of their induction training before commencing their positions

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
- 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
- FASD
- Zones of regulation
- Basic Maths skills and methods
- Developing reading skills and comprehension
- TEACCH methods
- Various trainings on health needs specific to learners
- Trauma and Attachment training
- Adverse Childhood experiences
- Sex and relationships
- Down Syndrome Awareness
- Duchenne Muscular Dystrophy
- CVI

How does 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 learners with healthcare needs Policy

The school's assessment, review and reporting procedures operate in line with regulation and statutory guidance. Westhaven School has two trained SENCO's and SEND support allocated teachers, who as part of their role, work in an advisory Teacher capacity. This role is to work with learners, Staff and Parents to enable better provision where a learner 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 centre of our holistic approach. At the meeting, the Education Health Care Plan is reviewed to ensure it reflects the learner accurately and states required resources to meet needs. At the meeting the learner'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 an exploration of a new diagnosis or diagnostic assessment. The school aims to work with parents where appropriate to secure a new or a possible 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?

Westhaven's assessment system is ipsative, Westhaven School carries out baseline assessments in reception year using the Reception Baseline Assessment. The school carries out baseline assessments in the first two terms of a learner joining the school. For these assessments learners are assessed against Maths and English Progression of Skills documents (POS) and depending on which strand learners are part of the POS documents for other subjects. Learners in the E&E, E&R and D&E strands have a personalised EHCP tracker which tracks progress against outcomes 6 times per year and is updated when a new EHCP is produced. Learners in year 10 and 11 are assessed against the progress towards their qualifications, for learners in the C&G strand this is alongside their POS. In our 6th form the assessment is based on either POS or progression against qualification (PAQ) depending on individual needs. We summarise progress and share this with families three times a year in a mid term report. See the table below for further clarity.

		Eng	Maths	Sci	ICT	PSHE	ECHP tracker	Reading / Phonics	Foundation Subjects	EOKS
	KS1	POS	POS	X	X	POS	Y	Y	X	X
	KS2	POS	POS	X	X	POS	Y	Y	X	X
	KS3	POS	POS	X	X	POS	Y	Y	X	X
E&E	KS4	POS	POS	X	X	POS	Y	Y	X	X
	KS2	POS	POS	POS	POS	POS	X	Y	X	POS
	KS3	POS	POS	POS	POS	POS	X	Y	X	POS
C&G	KS4	POS	POS	PAQ	PAQ	POS	X	Y	PAQ	POS
	KS3	POS	POS	POS	POS	POS	X	Y	POS	POS
A&E	KS4	PAQ	PAQ	PAQ	PAQ	PAQ	X	Y	POS	POS
	KS3	POS	POS	POS	POS	POS	Y	Y	X	POS
E&R	KS4	POS	PAQ	PAQ	PAQ	POS	Y	Y	X	POS
D&E	KS5	POS	Ind. POs/PAQ	POS	POS	POS	Y	Y	X	POS

We summarise progress and share this with families three times a year in 2 mid term reports and a final end of year report.

We use Evidence for Learning (an app designed to support tracking and evidencing of learning) which supports evidence towards curriculum and EHCP outcomes. Teachers carry out provision monitoring cycles three times a year, whereby they raise any concerns with provision, progress or outcomes to the SENCO, this is as well as the EHCP review and information from this feeds into the EHCP review process.

All learners have an Annual Review meeting to which parents/carers are invited. The class teacher will contribute to 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 does Westhaven School engage with their families?

At Westhaven School, we passionately believe in working together with parents/carers to best meet the needs of our learners. We strive to support them in dealing with the complexity of raising a child with a disability be that form filling, referrals to other professionals/agencies, developing behaviour support strategies through co-production meetings or toileting programmes within the home.
Westhaven School has close links with its families and encourages good communication, inclusion and collaboration in all areas of a child's schooling. This includes:

- We endeavour to communicate with parents regularly and effectively. Class Dojo (an online app) is the school's main method of daily communication with parents/carers. In some cases where a learner's needs are complex, a personal handover is organised at the beginning and end of the school day. Curriculum information is shared with parents at the beginning of each term and photographs of class work and activities are regularly uploaded onto our class story pages.
- Home/School diary for comments from home and school for parents not online
- A weekly newsletter is emailed virtually to parents from our Headteacher and added to Class Dojo
- Resources can be provided to support at home e.g. visual timetables, transition books, school planners
- Westhaven has two full-time parent support advisors

- Parents Evenings take place two times a year in person or online
- EHCP Annual Reviews
- Family Support workshops
- Two mid term reports and one end of year report sent home
- 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 evening in October
- Parents are invited to meet the tutor days/evenings during term 6 or 1
- Coffee mornings
- Parent information sessions
- Parent social events
- Parental representation on the Governing body
- Parental representation on the Parent/Teacher Association
- Celebration events - such as Christmas shows, sports day, celebration assemblies

How does Westhaven School support children with SEND in transferring between phases of education?

Westhaven School runs as 3 phases, a primary phase, and two secondary phases, called Lower (EYFS, Key stage 1 and 2), Middle (Key stage 3) and Upper School (Key stage 4); we also have ten places in our Post-16 provision (Key Stage 5). Transition occurs between these and then onto post-16 options. Each learner is considered individually when transition is to happen, in the following ways:

- Consultation with parents/carers in how we can best meet the 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, and sometimes other college visits
- Post-16 providers to attend transition annual review
- Transition days for learners 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 learners at Weston College
- Meetings with the Careers Advisor
- Dedicated hand over meetings between teachers
- The allocated specialist SEND teachers work closely with children and families to help them make choices beyond Year 11
- Transition plans are in place following a Year 9 Annual Review. During this review, more emphasis is put on post-16 provision and preparing for adulthood
- Before leaving Westhaven School, learners 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

For learners new to the school, Once a place has been agreed, parents and carers are invited to an initial transition tour and meeting with their department lead. All new parents/carers complete information sheets detailing contact information, permissions, medication and most importantly key information about their child that they want us school to know. Children who are starting school in September will be invited to transition sessions during the late summer term to meet

their teaching teams. Children joining EYFS or KS1 have a phased entry into school, which is case dependent.

In exceedingly rare cases where learners join us at other points in their school career there is the opportunity to have a transition session(s). Staff will contact their previous school, and a transition is planned carefully with parents which takes the learner's individual needs into account.

How does 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 learner focused and learner led
- Learners' views are captured for their EHCP through questionnaire, visuals, photographs and where appropriate attendance in person
- A variety of methods for seeking learner views, including assemblies, learner council and tutor times
- A well-established Evaluation and Monitoring system for all subjects which takes account of learner views
- Learner panels regularly form a part of the school's interview process for new members of staff
- Learners 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 learner experiences
- If a learner 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 (CLA)?

At Westhaven School 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 the learner premium is being used to effectively ensure that children meet their personalised outcomes. The designated teacher for Child Looked After (CLA) works closely and collaboratively with the learner, families, carers and other professionals involved to ensure appropriate support is in place. The designated teacher for CLA also holds regular PEP meetings through Welfare Call – supported by the virtual school. The designated governor for CLA works to ensure that provision is enabling CLA learners 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 their child's class teacher or head of phase. Should they feel that this is not resolved or is a school issue then they should contact the Headteacher, Mr Peacock, or Deputy Headteacher, Mrs Payne.

In the event that a parent/carer is not satisfied, the school has a complaints policy, copies of which are available from the school office and also on the website.

Parental appeal

Please contact the school's SEND Officer for details on the appeal processes, as this is dealt with by the local authority. Please find their contact details below:

David Oconnell
Email: David.Oconnell@n-somerset.gov.uk

The Local Authority SEND department can also be contacted by:
Website -
nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0
Email - 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
Assistant Headteacher (Lower School) and SENCO: Miss Tammy Chaplin
Assistant Headteacher (Middle School): Mrs Susan Cantello
Assistant Headteacher (Upper School & Post 16) Miss Emma Wells

Email - reception@westhavenschool.org.uk or senco@westhavenschool.org.uk
Website – www.westhavenschool.org.uk
Phone – 01934 632171