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# Special Educational Needs (SEN) Information Report

Westover Green Community School and Autism Centre

| **Ratification table** | |
|---|---|
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: Westover Green Community School and Autism Centre - Special Educational Needs

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| Area of need | Condition |
|---|---|
| Communication and interaction | Autism spectrum condition (ASC) |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactivity disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

## 2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator or SENCO

Our SENCO is Mrs Webb

She has 1 year of experience in this role and has worked as an educational training content and development leader, author, senior trainer of the Thrive Approach, Head of Year and is a qualified teacher.

They are working towards achieving the National Award in Special Educational Needs Co-ordination.

Mrs Webb has had training in nurture approaches, trauma, attachment theory, neurobiology, autism, ADHD, sensory processing and communication and interaction needs.

She is allocated four days a week to manage SEN provision.

### SENCO Assistant

Our SENCO Assistant is Mrs Hull.

She has two years' experience in this role and have also worked as a teaching assistant in the autism centre.

They have undergone ELSA, Autism, ADHD, Trauma and EBSA training.

### Class/subject teachers

All our teachers receive in-house and external SEN training and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff have received training in:

- Neurodiversity
- Relational Practice
- Supporting Social and Emotional needs
- Mental Health
- Inclusive Teaching Practice
- Teaching assistants (TAs)

We have a team of 38 teaching assistants, including 8 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 38 teaching assistants who are trained to deliver interventions such as phonics.

In the last academic year, TAs have been trained in phonics, SCERTS and relational practice.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

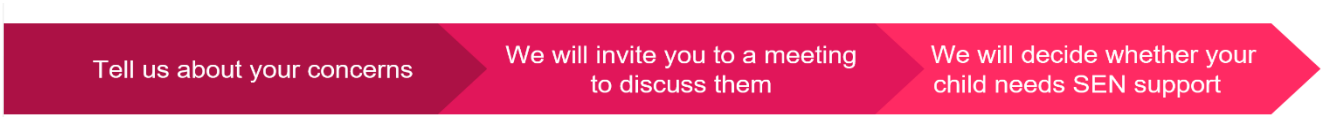
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

**3. What should I do if I think my child has SEN?**

At Westover Green Community School, we provide a high quality, inclusive educational for all children. At times, children may experience some barriers to learning and may need further support through the SEN graduated approach.

At the earliest available opportunity the teacher will identify children who are experiencing barriers to learning and have a conversation with parents and carers to share any additional strategies and provisions that will be implemented to support your child.

If you are concerned about your child's learning and any potential SEN, you can:




If you think your child might have SEN, the first person you should tell is your child's teacher.

They will discuss your concerns with you and may ask the SENCO Mrs Webb for some additional guidance and support.

They will in the first instance complete a barriers to learning document.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed. You will also be given a copy of this.

If following 2 cycles of 6-8 weeks of support we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

**4. How will the school know if my child needs SEN support?**

All our class teachers have a strong understanding of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

They will seek parental views and may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

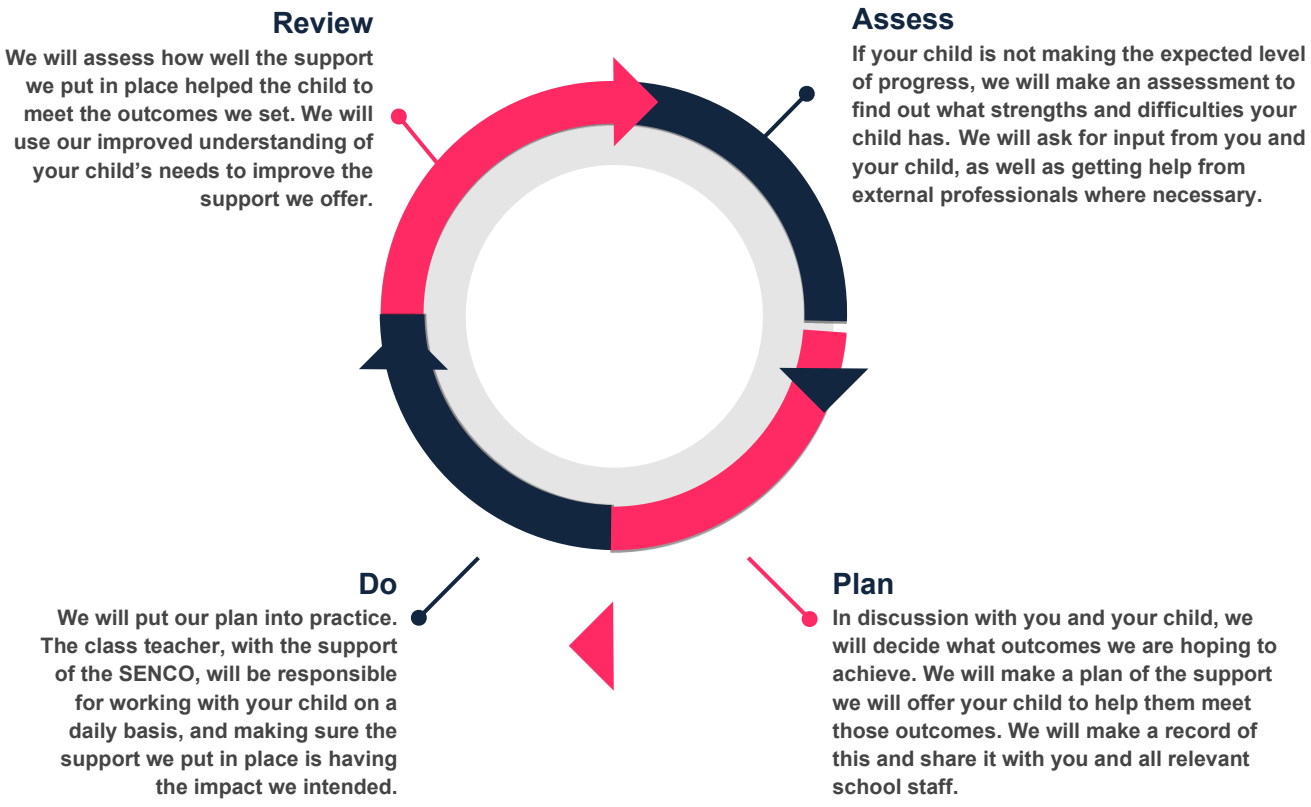
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the Class Teacher will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.




As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

**6. How will I be involved in decisions made about my child's education?**

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 4 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

### 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

### 8. How will the school adapt its teaching for my child?

At Westover Green School our teaching practice is rooted in the belief that every child is capable of success when provided with meaningful access to learning. We use an inclusive, adaptive approach that recognises pupils' diverse strengths, needs and backgrounds. Lessons are carefully planned to remove barriers to participation through strategies such as adapted tasks, scaffolded learning, visual supports and flexible grouping. Teachers regularly assess and adjust their practice to ensure that all pupils—including those with SEND, EAL learners, and those requiring additional challenge—are fully included in the learning process.

We promote a classroom culture where all children feel valued, safe, and confident to engage. By working collaboratively with support staff, families and specialist professionals, we ensure that provision is personalised and responsive. Our aim is to create a learning environment where every pupil can participate meaningfully, make progress and develop a strong sense of belonging within the school community.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this has been identified as a need.
- Teaching assistants will support pupils in small groups when this has been identified as a need.

We may also provide the following interventions:

- Forest School
- Thrive
- ELSA
- Phonics
- Small group Literacy and Numeracy sessions
- PIXL
- Ready Steady Spell
- Socially Speaking
- Nurture Breakfast Club
- Lunch Club Provisions
- Mentally Healthy Schools Interventions

| Area of need | Condition | How we support these pupils |
|---|---|---|
| Communication and interaction | Autism spectrum disorder (ASD) | Visual timetables<br>Social stories |
| | Speech and language difficulties | Speech and language therapy |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Scaffolds<br>Word banks<br>Phonics maps<br>Number grids |
| | Moderate learning difficulties | Modelling<br>Precision teaching |
| | Severe learning difficulties | Personalised curriculum |
| Social, emotional and mental health | ADHD, ADD | Quiet workstation<br>Movement breaks<br>Sensory objects<br>Sensory circuits |
| | Adverse childhood experiences and/or mental health issues | Nurture groups<br>Relational practice<br>MHST |
| Sensory and/or physical | Hearing impairment | Hearing support devices |
| | Visual impairment | Limiting classroom displays |
| | Multi-sensory needs | Sensory objects<br>Wobble cushions<br>Resistant bands |

| | | |
|---|---|---|
| | Physical impairment | Accessible access |

These interventions are part of our contribution to Somerset Council's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their SMART targets and learning outcomes each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil surveys
- Monitoring by the SENCO
- Using provision maps to measure progress
- SEN support meetings
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

For the majority of pupils, our extra-curricular activities and school visits are available, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Charter House. There may be some incidents where this isn't suitable and this is taken as a case-by-case basis.

All pupils are encouraged to take part in sports day, school plays, special workshops, School Performers and other enrichment days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school follows a fully inclusive admissions process that ensures pupils with Special Educational Needs (SEN) or a disability are not disadvantaged at any stage. We comply with the Equality Act 2010 and the SEND Code of Practice (2015), which require all schools to treat pupils fairly and make reasonable adjustments where needed.

Admissions Criteria Do Not Discriminate-Pupils with SEN or a disability are admitted using the same criteria as all applicants.
Having SEN or a disability is not a barrier to a place at the school and no pupil is refused admission based on their needs.

Early Identification and Discussion of Needs-Parents and carers are encouraged to share any information regarding their child's needs during the admissions process. This allows the school to plan appropriate support in advance but does not influence the offer of a place.

Reasonable Adjustments-To ensure the process is accessible and fair, the school makes reasonable adjustments when needed—for example:

- Providing alternative formats for information
- Offering additional support at visits or open events
- Allowing extended transition arrangements

Clear Communication with Families-The SENCo is available to meet families before admission to discuss provision, answer questions and ensure families feel confident that their child's needs can be met.

Support for Children with EHCPs-For pupils with an Education, Health and Care Plan (EHCP), the school follows the Local Authority's consultation process. If the school is named in an EHCP, we work closely with the Local Authority and parents to ensure all required provision is in place before the pupil starts.

Monitoring and Review-The school regularly reviews its admissions practice to ensure it remains inclusive and compliant with statutory guidance. Feedback from parents and governors is used to refine processes.

## 13. How does the school support pupils with disabilities?

Our school is committed to ensuring that pupils with disabilities can access all aspects of school life and are supported to achieve their full potential. We meet our duties under the Equality Act 2010 and the SEND Code of Practice (2015) by promoting inclusion, removing barriers to learning, and making reasonable adjustments wherever needed.

**Inclusive Ethos and Whole-School Approach**

We actively promote a culture of inclusion in which pupils with disabilities are valued members of the school community. Staff receive ongoing training to ensure they understand disability, accessibility, and inclusive practice.

Support for pupils with disabilities is tailored to their individual needs. This may include:

- Personalised learning plans
- Adapted teaching strategies
- Targeted interventions
- One-to-one or small group support

The SENCo works closely with teachers, support staff, and families to ensure that support is regularly reviewed and adjusted.

Accessibility and Reasonable Adjustments-The school provides a range of reasonable adjustments to ensure equal access, such as:

- Modified resources or equipment
- Adjusted seating or classroom layouts
- Assistive technology
- Enlarged or adapted materials
- Support for mobility around the school site

We follow our Accessibility Plan to continually improve access to the curriculum, the environment, and information.

We promote positive mental health and wellbeing for pupils with disabilities. Support may include:

- Social skills groups
- Pastoral support
- Peer buddy systems
- Support to participate fully in extracurricular activities and trips
- We work to remove barriers so that pupils can take part in all school events.

We work closely with parents and carers to share information and ensure support is consistent. When needed, we also involve external professionals such as:

- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Specialist advisory teachers

Their guidance helps us to plan effective support transition Support

We provide enhanced transition arrangements for pupils with disabilities when moving:

- Into the school
- Between year groups
- To secondary school or other settings
- This may include additional visits, visual timetables, or tailored transition resources.
- Monitoring and Reviewing Impact

The progress and wellbeing of pupils with disabilities are monitored carefully through assessments, observations, and discussions with families. Provision is reviewed regularly to ensure it remains appropriate and effective.

**14. How will the school support my child's mental health, and emotional and social development?**

Our school adopts a relational approach to supporting pupils with Social, Emotional and Mental Health (SEMH) needs. This approach recognises that positive, trusting relationships are the foundation of emotional wellbeing, regulation and successful learning. Staff work proactively to understand each pupil as an individual, valuing their strengths, experiences and perspectives.

We prioritise connection before correction, ensuring that pupils feel seen, heard and safe. Adults use consistent, calm and attuned responses to help pupils manage their emotions, reduce anxiety and build resilience. We focus on understanding the underlying reasons for behaviour, rather than reacting solely to the behaviour itself.

**Our relational practice includes:**

- Emotionally-available adults who provide predictable support and model positive relationships.
- Trauma-informed principles, recognising how previous experiences may affect a child's emotional and behavioural presentation.
- Restorative approaches that repair harm, rebuild trust and develop pupils' skills in empathy, reflection and conflict resolution.
- Co-regulated strategies, helping pupils to recognise emotions, develop self-regulation and work towards independence.
- Collaborative work with families and external agencies, ensuring a joined-up approach to meeting each child's needs.

We provide support for pupils to progress in their emotional and social development in the following ways:

- 'Good morning, Miss Foster' programme
- Jigsaw PSHE
- Thrive
- ELSA

Pupils with SEN are encouraged to be part of our pupil voice groups such as the school council, e-cadets, oracy ambassadors, librarians, sports leaders and wellbeing champions.

Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork, access enrichment opportunities and build friendships.

We run a nurture club for pupils at breakfast and during lunchtime who need extra support. This is an opportunity to have additional check ins with trusted adults and the ability to develop/practice social communication skills.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through peer mentoring support and our pupil wellbeing ambassadors.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

### Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Share information relating to the graduated approach and any multi-agency involvement.

### Between schools

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Orientating themselves in a new environment

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Webb, our SENCO, is the designated teacher and will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints-Procedure.pdf

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Somerset local offer. Somerset County Council publishes information about the local offer on their website:

Somerset's SEND Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Somerset SENDIAS

Local charities that offer information and support to families of children with SEN are:

Find SEND services

National charities that offer information and support to families of children with SEN are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

**19. The Autism Centre**

Please see our website page for more information on the Autism Centre:

Westover Green Community School and Autism Centre - Autism Centre

**20. Glossary**

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages