



Westacre Middle School SEN Information Report September 2025



Government legislation requires us to publish a report called the Special Educational Needs (SEN) information report. It utilises the Local Authority local offer to meet the needs of SEN pupils detailing the provision the school is able to offer.

What is the Local Offer?

Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged between 0 and 25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

To view the Worcestershire County Council Local offer please click on the link below:

www.worcestershire.gov.uk/sendlocaloffer

To view the SEND code of Practice please click on the link below:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Westacre Middle School, we embrace the fact that every child is different therefore the educational need of every child is different; this is certainly the case for children with Special Educational Needs. Our 'Westacre Graduated Response' (attached as an appendix) details the provision that we as a school offer for all of our pupils, including those with Special Educational Needs.

Please use the questions below for more information about how we support a child with special educational needs.

Q: What kind of special educational needs does Westacre Middle School make provision for?

Westacre Middle School is a fully inclusive school, which strives to ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

We aim to provide a broad and balanced curriculum for all pupils, which has been developed to reflect inclusion. We achieve this through setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming barriers to learning and assessment. Our curriculum is adapted to meet the needs of different children, and where necessary, a bespoke curriculum may be provided in order for individuals or groups of children to thrive.

Q: How are special educational needs identified and assessed?

A pupil has SEN 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.

At Westacre Middle School there are four broad areas of special educational needs which are provided for:

- Communication and interaction, for example, autistic spectrum, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), mental health
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas, for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify any concerns. This may include progress in areas other than attainment, for example, SEMH needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We use the Assess, Plan, Do, Review Graduated response process, to determine whether an action has had an impact on progress or whether further action is required.

Q: What arrangements are there for informing and involving parents of a child with SEND?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents of all pupils are welcome to approach the school at any stage of the school year with queries relating to their child.

Parents meetings with teaching staff take place in the Autumn and Spring Terms to discuss progress. At the end of the Summer Term parents are invited to discuss the end of year report if they wish.

Throughout the school year, there are regular opportunities (including 'drop-in' coffee mornings as well as more targeted workshops) for parents of children with Special Educational Needs and Disabilities (SEND) to meet with the SEND team and to discuss the provision within school.

For those children on SEND Support or with an EHC plan, parent and child meetings with class teachers take place termly in order to review and set IPM targets for the upcoming term. Pupils with an EHC plan also have annual reviews to discuss progress towards their outcomes.

If external agency support is required, parents have the opportunity to meet with or have a telephone conversation with the specialist and then discuss the report with the SEN team once it has been completed.

Q: What arrangements are there for talking to and involving a child with SEND?

Children with IPMs are invited to attend the termly meetings between parents and teachers to discuss their IPM, reviewing their progress and setting new targets. Where outside agencies are involved, these agencies will also speak to the child to gather their view point. Pupil Voice questionnaires are carried out with children who are on the SEN register in order to gain their views. These are then shared with teaching staff and action points are addressed. All children, regardless of SEN, are aware of their next steps through detailed marking and verbal feedback during lessons.

Q: How can parents let staff know they are concerned about their child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to a member of the SEN team in school.

Q: What provision is made for children with SEND?

The school will adopt a graduated approach which is Assess, Plan, Do, Review. (See Appendix 1- Westacre's Graduated Response)

- **Assess Needs:** High quality teaching is the first step in responding to pupils who have or may have SEN.
- **Plan:** Work in partnership with parents/carers to develop a plan to ensure that Children and Young People with SEN receive the right levels of support for their future learning and development. Where pupils are falling behind or making inadequate progress given their age and starting point, they will be given additional support.
- **Do:** Interventions led and coordinated by the Special Educational Needs Co-ordinator (SENCo) working with and supporting colleagues. Parents will be engaged at each stage and intended outcomes shared and reviewed.
- **Review:** All time limited interventions will be evaluated at students' start and exit of programme.

Our approach to teaching pupils with SEN: Teachers are 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 pupils who have SEN. We ensure that all pupils are able to access a broad and balanced curriculum. The curriculum is adapted or made accessible for pupils with SEN in a variety of ways including:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, working in smaller groups with teaching assistant support, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing –each class has teaching assistant support and access to a wide range of resources to support learning.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We will also provide the following interventions within or outside the classroom: Pre-teach, Fine and Gross Motor Skills, Speech and Language, Lightning Squad reading, NESSY spelling and Touch Typing.

Specific, individualised targets are identified and outcomes are reviewed regularly by all staff involved and shared on the pupil's IPM. Interventions are specific and time-bound, and timetabled so that pupils receive a broad and balanced curriculum.

Individual Provision Maps (IPMS):

Each pupil on the SEN register will have an individual provision map containing specific targets to focus on next steps or gaps within their learning. Work on the targets will be incorporated into whole class teaching, class teaching assistant focused sessions and small group interventions.

Advice from specialist outside agencies:

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We will liaise with specialist outside agencies to work with your child to understand their needs and make recommendations as to the ways your child is given support. You will be asked to give your permission for the school to refer your child to a specialist professional. This will help you and the school to understand your child's particular needs more clearly and be able to support them more effectively in school.

We currently obtain advice from:

- Speech and language therapist
- Learning support team
- Behaviour support team
- Complex Communication/ Autism team
- Health- School nurse/community paediatrician
- Early intervention family support
- Educational psychologist
- Physical Disability outreach team

Q: What support is available for improving the social, emotional and mental health and development of pupils with SEN?

At Westacre Middle School we recognise that the social and mental well-being of our pupils is an essential part of a successful education and the preparation for later life. We understand that all of our pupils react and adapt differently to factors that affect their learning and development. The SENCO, Inclusion Lead and Pastoral Team, along with other members of staff, are able to offer extra support to our pupils when needed.

Below are some examples of the support we offer:

- Small group and individual interventions that help pupils improve their self-esteem, manage emotions and support social and friendship skills.
- Daily wellbeing sessions to promote mindfulness and positivity.
- Meet and Greet for some pupils who feel anxious coming into school.
- Pastoral support in the mornings to help some students acquire that calm and focused attitude before lessons

- 'Catch-ups' for those pupils who benefit from the opportunity to talk about how they are feelings.
- Working alongside class teachers, parents/carers and outside agencies such as CAMHS, CAMHS WEST and our school counsellor to ensure pupils feel supported and safe.
- Break and lunchtime pastoral support.

Q: What training is provided for staff to support pupils?

The school is committed to the appropriate and timely training of its staff. Some training will be carried out by the school's own staff and some involve experts in various fields. Our SENCO has completed the National Award in Special Educational Needs Co-ordination. Our dyslexia specialist teacher has completed additional training in supporting pupils with dyslexia. We also have Communication Trained Teaching Assistants who run interventions. Ongoing updates and new training takes place for all staff regularly. This includes Whole School SEND, Inclusive classrooms, Dyslexia, Autism, Anxiety and Attachment training.

Q: How does the school evaluate the effectiveness of provision for pupils and assess / review their progress?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their IPM targets each term
- Reviewing the impact of interventions
- Using pupil voice questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Learning walks

Q: How accessible is Westacre Middle School for children with SEND?

The school is on a split-level therefore the needs of individual pupils are considered when placing children in specific classrooms. There is a bathroom management area. We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Q: How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

Q: How are children prepared for transition to other schools?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us in Year 5:

The Year 5 Leader, SENCo and Pastoral Lead visit First Schools in the Summer term prior to entry. Meetings are held between First school and Westacre Middle School staff to transfer all relevant information. Every child will attend a transition day at Westacre Middle School in July. Additional visits will be arranged as necessary in order to cater for specific individual needs.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will ensure that all records about your child are passed on as soon as possible. Additional visits will be arranged as necessary in order to cater for specific individual needs.

When moving classes in school:

Information will be passed on by the class teacher in advance and a planning meeting will take place with the new teacher. IPMs and outside agency reports will be shared with the new teacher. Additional support will be provided for individual children as required.

Transfer to High School:

Children leaving Westacre Middle School at the end of Year 7 to attend Droitwich Spa High School will be part of the Droitwich Pyramid School's transition programme. If a child transfers to a school outside of the pyramid, all information will also be passed on. Additional visits will be arranged as necessary in order to cater for specific individual needs.

Q: What can be done if parents are concerned about the school's provision for pupils with SEND?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENCo, then the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

Q: Where can parents find further information about services to support them or their child?

SENDIASS Worcestershire is available to support parents of SEN pupils.

www.worcestershire.gov.uk/sendiaass

Parents are also able to contact the Early Intervention Family Support Service through a referral system.

Q: Who are the key members of staff?

- Mrs Coldrick – SENCO
- Mrs Doolin- Inclusion Lead
- Miss Gillson-Deputy SENCO
- Mrs Ardis –SEND support and dyslexia specialist
- Mrs MacPherson – SEND Administration
- Mr Williams-SEND Governor