

## Academy Policy

# SEND Policy & Information Report

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LGB Cluster consultation (where applicable):		
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## 1. Introduction

- 1.1. Westbury Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

## 2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
  - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
  - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
  - c) The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
  - d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
  - e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
  - f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
  - g) This policy also complies with our funding agreement and articles of association.

## 3. Inclusion and equal opportunities

- 3.1. At Westbury Academy, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and ambitious curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- 3.2. We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that pupils with SEND are included in all aspects of school life.

## 4. Definition of SEND

4.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2. They have a learning difficulty or disability if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age, or
- b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- c) Special educational provision is an 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.

4.3. The four areas of need:

Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as; dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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## 4. Roles & responsibilities

### 4.1. The SENDCo

4.2. The Lead SENDCo is Adam Casey. The Deputy SENDCo is Redford Lee.

4.3. They will:

- a) Work with the Principal and Trust's Director of Education to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

### 4.4. The Local Governing Body (LGB)

4.5. The LGB will ensure the duties set out in this policy are carried out effectively by the academy.

### 4.6. The SEND Trustee

4.7. The SEND Trustee will:

- a) Help to raise awareness of SEND issues at trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.

#### **4.5. The Principal**

##### **4.6. The Principal will:**

- a) Work with the SENDCo and Trust Director of Education to determine the strategic development of the SEND policy and provision within the academy.
- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- c) Have an overview of the needs of the current cohort of pupils on the SEN register.
- d) With the SENDCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's professional learning plan.

##### **4.7. All staff**

##### **4.8. Staff are responsible for:**

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.
- d) Ensuring they follow this SEND policy.

## **5. SEND Information Report**

5.1. Please see Appendix 1.

## **6. Complaints**

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

## **7. Contact details of support services for parents of pupils with SEND**

7.1. Please click [here](#) for information about Nottingham City's local offer.

## 8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

## 9. Linked policies

1. Child Protection & Safeguarding Policy
2. Relationships & Positive Behaviour Policy
3. Concerns & Complaints Policy
4. Disciplinary Procedure Policy
5. Whistleblowing Policy

## 10. Appendices

### 10.1. Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	<p>Westbury Academy has a high proportion of pupils whose primary need is Social, Emotional and Mental Health (SEMH).</p> <p>Many pupils with SEMH also have co-occurring needs, so the academy provides additional or different provisions to support a broad range of needs, including:</p> <ul style="list-style-type: none"><li>• Communication and Interaction – for example, Autistic Spectrum Disorder (ASD) and speech and language difficulties</li><li>• Cognition and Learning – for example, dyslexia and dyspraxia</li><li>• Social, Emotional, and Mental Health (SEMH) Difficulties – for example, Attention Deficit Hyperactivity Disorder (ADHD)</li></ul> <p>The academy tailors support to each pupil's individual needs to help them achieve their potential both academically and personally.</p>
Which policies identify children and young people with SEND?	<p>At Westbury Academy, the majority of pupils (approximately 95%) have an Education, Health and Care Plan (EHCP), which provides a clear understanding of their needs. However, the academy also recognises that early identification of additional needs is crucial to ensure pupils receive the right support at the right time.</p> <p>The academy uses a range of information to inform support and interventions, including:</p> <ul style="list-style-type: none"><li>• Current EHCP information</li><li>• Input from parents, carers, and pupil voice</li><li>• Progress data, including both formative and summative assessments</li><li>• Feedback from the workforce</li><li>• Behaviour and attendance data</li></ul>

	<ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health (SEMH) assessments, such as Boxall Profiles</li> </ul> <p>This information is carefully considered to identify any additional needs and ensure that all pupils receive timely and appropriate support.</p>
<p>How are children's needs assessed?</p>	<p><b>Before a Pupil Starts at the Academy</b> Before a child joins Westbury Academy, we gather initial information from their EHCP and admission documentation, including any safeguarding information. We may also liaise with other professionals involved in the child's care. Meetings with the pupil and their family, either at school or during a home visit, help us understand their needs and ensure a smooth transition.</p> <p><b>Induction and Baseline Assessment</b> During the pupil's induction period, we complete baseline assessments to evaluate numeracy, literacy, and wider curriculum needs. The timing of these assessments is needs-led, prioritising the development of trusting relationships with both the child and their family.</p> <p>The information gathered from these assessments helps teachers adapt the curriculum and learning to suit each pupil. All baseline information, including EHCP targets, is recorded in the child's Pupil Journey profile and shared with relevant staff.</p> <p><b>Assessment Pathways</b> To make sure every child receives a curriculum that meets their individual needs, all pupils are placed on an Assessment Pathway. This helps us focus on the areas of learning that are most valuable for each child. These pathways are flexible and not fixed curriculum routes, but they guide us in setting personalised end goals that your child will work towards.</p> <p><i>For further information, please refer to the academy website.</i></p> <p><b>Ongoing Assessment and Identification of Additional Needs</b> The Wellbeing Team uses a variety of information, including pupil and parent feedback, and Boxall Profiles, to identify children who may benefit from therapeutic interventions (Wave 2 and 3).</p> <p>If staff feel a pupil may need additional support beyond the universal offer, they complete a SEN referral. These referrals are triaged by the Wellbeing and SEN Team, who may involve external specialists, ensuring that each child receives the most appropriate support.</p>

	<p><b>Reviewing Interventions and Sharing Strategies</b></p> <p>All interventions, including therapeutic support, are assessed and reviewed with the child and their parents/carers to ensure they are effective and having a positive impact. Strategies and intervention plans are shared with all relevant staff via the child's Pupil Journey profile, ensuring a consistent approach across the academy.</p> <p><b>Annual Review</b></p> <p>Each year, an Annual Review is held for every pupil with an EHCP. Parents and carers, along with relevant services, agencies, and key professionals, are invited to attend or contribute via a report submitted in advance.</p> <p>During the Annual Review, the pupil's progress towards their Section E outcomes is discussed in detail. The review also considers any additional support or interventions that may be needed to help the child continue to make progress and achieve their goals. However, each term, the academy reviews pupil progress against their EHCP outcomes, ensuring support can be implemented at the earliest opportunity.</p>
<p>Who is the academy's SENDCo?</p>	<p>Adam Casey – Lead SENDCo Redford Lee – Deputy SENDCo</p> <p>All members of the SENDCo team can be contacted at <a href="mailto:enquiry@westbury.raleightrust.org">enquiry@westbury.raleightrust.org</a></p>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p><b>Expertise Within the Academy</b></p> <p>Westbury Academy benefits from a team of specialist teachers across a range of subjects, including English, Maths, Science, Motor Engineering, and Design and Technology. This ensures that pupils receive high-quality, expert-led teaching in both academic and vocational areas.</p> <p>To support non-specialist teachers, the academy makes use of structured curriculum programmes and continuous professional learning opportunities, such as Jigsaw (PSHE) and Curriculum Maestro. These resources help maintain consistency and quality across all subjects.</p> <p><b>Ongoing Staff Training and Development</b></p> <p>All staff take part in regular, contextualised training that focuses on safeguarding, de-escalation, trauma-informed practice, and inclusive teaching strategies. The academy is committed to building a trauma-informed culture, with staff receiving specialist training from organisations such as Trauma-Informed Schools, the Mental Health Support Team, and Remedi.</p> <p>Additionally, the Raleigh Education Trust aims for the entire workforce to be trained in Mental Health First Aid, supported by a rolling programme of professional learning throughout the year.</p>

	<p><b>Safeguarding Expertise</b></p> <p>The academy has four members of staff who are fully trained Designated Safeguarding Leads (DSLs). These staff form part of the wider safeguarding team, ensuring that pupil safety, wellbeing, and support remain central to the academy's work.</p>
<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	<p><b>How the Academy knows if a child needs SEN Support</b></p> <p>The majority of pupils who attend Westbury Academy have an Education, Health and Care Plan (EHCP), which provides a clear understanding of each child's individual needs from the outset.</p> <p>However, the academy is committed to continually monitoring every pupil's progress and wellbeing. Through robust assessment systems and ongoing observation, staff are able to identify any emerging needs or changes in a pupil's development at an early stage. This ensures that appropriate support can be provided promptly.</p> <p><b>How needs are assessed</b></p> <p>Pupil progress is reviewed regularly through both academic and pastoral assessments. Staff use a combination of classroom observations, termly progress reviews, and input from parents, carers, and pupils themselves to build a complete picture of each child's needs.</p> <p>The academy also maintains strong working relationships with external SEND services and professionals, who provide additional expertise, advice, and guidance to help ensure that each pupil receives the right level of support.</p>
<p>How do you assess and review children and young people's progress towards outcomes?</p>	<p>All pupils who have an Education, Health and Care Plan (EHCP) take part in an annual review, as required by statutory legislation. In addition to this, the academy reviews each pupil's EHCP outcomes every term. This approach allows us to closely monitor progress and respond quickly by putting additional support in place when needed.</p> <p>Alongside EHCP reviews, academic progress is reported at the end of each term. This helps leaders identify pupils who may benefit from targeted academic intervention or additional support.</p>
<p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>The academy values strong, ongoing communication with parents and carers to support each child's development.</p> <ul style="list-style-type: none"> <li><b>Weekly Updates:</b> Each week, your child's tutor will contact you by phone to share updates on their progress and wellbeing.</li> <li><b>Class Dojo (Preparation Phase):</b> Parents and carers of pupils in the Preparation Phase can also communicate directly with class teachers via Class Dojo.</li> <li><b>Pastoral Support:</b> If a teacher or teaching assistant has concerns about a pupil, they refer the matter to the Pastoral and Wellbeing Team, who will assess the situation and provide appropriate support.</li> </ul>

	<p>We recognise that most pupils arrive and leave school by taxi, meaning parents and carers often miss out on informal ‘school gate’ conversations. To ensure you remain fully informed, weekly phone calls are made to maintain consistent communication between home and school.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p><b>Daily Communication and Emotional Support</b> At the start of each school day, staff are strategically positioned to meet and greet pupils, creating important opportunities for pupils to share how they are feeling. The academy recognises that some pupils may not be able to verbalise their emotions; therefore, we follow the principle that ‘all behaviour is communication.’ This approach ensures that staff are responsive to each child’s needs from the moment they arrive.</p> <p><b>Encouraging Pupil Voice and Self-Expression</b> Pupils are encouraged to talk openly about their education and feelings throughout the day. Tutors, Jigsaw (PSHE) sessions, and informal times such as breaks and lunchtimes provide relaxed and supportive environments for these conversations to take place. We actively promote a sense of self and confidence in our pupils, encouraging them to ask questions and share their preferences. For example, pupils are invited to contribute ideas when deciding on trips, break-time activities, and lunchtime options.</p>
<p>How will the academy adapt its teaching for my child?</p> <p>What interventions are available at your academy to support my child?</p>	<p><b>How Teaching Is Adapted and Interventions Available</b></p> <p><b>Adapting Teaching for Your Child</b> Westbury Academy is committed to providing high-quality first teaching that meets the needs of all pupils. Our approach includes:</p> <ul style="list-style-type: none"> <li>• Small class sizes – no more than 10 pupils per class</li> <li>• Collaborative teaching – each class is supported by a teacher and a teaching assistant who plan together to meet individual needs</li> <li>• Ongoing staff training – staff receive weekly updates and training to enhance teaching and support strategies</li> <li>• Relational approach – building trust and positive relationships</li> <li>• Structured transitions – including a ‘meet and greet’ at the start of each day</li> <li>• Varied teaching methods – tailored to individual learning styles and needs</li> <li>• Curriculum adaptations – teachers make adjustments to ensure accessibility, informed by external professionals or the SENDCo team</li> <li>• Behaviour as communication – staff reflect on behaviour to inform planning, documented in Pupil Journey Profiles</li> </ul> <p><b>Curriculum Opportunities</b></p> <ul style="list-style-type: none"> <li>• Years 3–6: Themed curriculum incorporating traditional lessons</li> <li>• Years 3–8: Development of non-cognitive skills through dedicated Friday lessons</li> <li>• Years 10–11: Vocational courses chosen by pupils in Year 9</li> </ul>

	<ul style="list-style-type: none"> <li>• Duke of Edinburgh Award: Participation in Years 9–11</li> <li>• Westbury Challenge Curriculum: Friday afternoon sessions focusing on life skills and cultural capital, tailored to individual needs, interests, and skill levels</li> </ul> <p><b>Pupil Journey Profiles</b></p> <p>Each pupil has a one-page Pupil Journey Profile, created in partnership with them, which highlights strengths, needs, and interests. This ensures that all staff, including supply or cover staff, can provide tailored support.</p> <p><b>Interventions</b></p> <p>Westbury Academy offers a range of academic and therapeutic support programmes, including:</p> <ul style="list-style-type: none"> <li>• Lexonik – phonics programme for older learners</li> <li>• Phenomenal Phonics – for Years 3–7</li> <li>• Targeted skill-based interventions in spelling, handwriting, and mathematics</li> </ul> <p>In addition to academic interventions, pupils can access:</p> <ul style="list-style-type: none"> <li>• Counselling and behavioural therapy</li> <li>• Nurture-based gardening activities led by our allotment education specialist</li> <li>• Restorative mentoring</li> <li>• Lego Therapy</li> <li>• Emotional Literacy Support (ELSA)</li> </ul> <p>This combination of tailored teaching, targeted interventions, and holistic support ensures that every pupil can learn, thrive, and achieve their potential at Westbury Academy.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>Westbury Academy ensures that the learning environment and curriculum are accessible and adapted to meet the needs of all pupils, including those with SEND.</p> <p><b>The Academy Environment</b></p> <p>The building is single-storey and fully accessible, with disabled toilet facilities, inclusive changing, and shower areas.</p> <p>When planning future improvements or refurbishments, the academy considers the needs of pupils and other users with physical difficulties or sensory impairments, including access, lighting, acoustics, colour schemes, and more accessible facilities and fittings.</p> <p>The academy follows its Accessibility Plan to ensure continuous improvement:</p> <ul style="list-style-type: none"> <li>• Specialist and Adapted Spaces</li> <li>• Sensory rooms</li> <li>• Wellbeing Hub</li> <li>• Calm spaces (internal and external)</li> <li>• Breakout spaces</li> <li>• Fitness suite</li> </ul>

	<p>These spaces are designed to support learning, wellbeing, and emotional regulation, helping pupils engage fully with the curriculum.</p> <p><i>For more details, please refer to the academy's Accessibility Plan.</i></p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>Westbury Academy continuously evaluates the effectiveness of the support and provision for children and young people with SEND. The Principal reports on progress and effectiveness to the governors, Trust, and trustees throughout the year.</p> <p>Steps taken to evaluate the provision include:</p> <ul style="list-style-type: none"> <li>• Annual Review meetings</li> <li>• Monitoring pupils' progress against their targets and EHCP outcomes</li> <li>• Observations and monitoring by the SENDCo and senior leadership team</li> <li>• Learning walks and lesson observations to assess teaching and learning</li> <li>• Attendance data to identify trends or concerns</li> <li>• Termly Headteacher Reports</li> <li>• Multi-Academy Trust (MAT) Assurance Reviews</li> <li>• RAG rating of EHCP outcomes to track achievement and areas needing further support</li> </ul> <p>This ongoing evaluation ensures that the academy can adapt support, refine interventions, and respond quickly to meet the needs of every pupil.</p>
<p>How will the academy resources be secured for my child?</p>	<p>At Westbury Academy, the resources needed to support your child are carefully planned and secured.</p> <p>Commissioning arrangements are agreed with Nottingham City SEN. For more details, please refer to Nottingham City's SEN Local Offer.</p> <p>The academy provides additional resources as required, including:</p> <ul style="list-style-type: none"> <li>• Extra equipment to support learning</li> <li>• Teaching assistant support</li> <li>• Staff training to ensure high-quality, tailored provision</li> </ul> <p>This ensures that every pupil receives the appropriate support and resources to help them achieve their potential.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>Westbury Academy has an updated transition model to support pupils both moving within the school and joining from another school.</p> <p><b>Joining Westbury Academy:</b></p> <ul style="list-style-type: none"> <li>• Consultation is received from the Local Authority regarding the pupil's needs.</li> <li>• A member of staff visits the pupil at their current placement.</li> <li>• Pupils and families visit Westbury Academy to see the school and support the admission decision.</li> <li>• Conversations take place with parents/carers and pupils to discuss individual transition needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• The school offers staggered or half days to ease pupils into full-time attendance.</li> <li>• Tutors phone parents/carers at the end of the first and second week to provide updates on their child's settling in.</li> </ul> <p><b>Moving within the Academy:</b></p> <ul style="list-style-type: none"> <li>• Current tutor staff meet with new tutors to handover information, including the pupil's Pupil Journey Profile.</li> <li>• New tutors contact parents/carers to introduce themselves.</li> <li>• Transition activities are planned to build relationships with new tutors and classmates.</li> <li>• Pupils spend one day a week with their new tutor for the last three weeks of the academic year.</li> </ul> <p><b>Supporting Future Pathways:</b></p> <p>Throughout Key Stage 3 and 4, pupils have opportunities to explore different careers and post-16 destinations. Through the academy's commitment to its values, the 5Cs, pupils develop the confidence and skills to lead independent and fulfilling lives and careers.</p> <p>Westbury Academy, activity engages with a wide range of post-16 providers, ensuring it can meet the 'needs and wants' of each pupil. The academy hosts an annual post-16 event, promoting Nottingham's post-16 offer, and helping pupils and families in making suitable choices for their next steps.</p> <p>All KS4 pupils receive independent Careers Guidance from Nottingham Futures.</p>
<p>How do you help children and young people prepare for adulthood?</p>	<p>Westbury Academy supports pupils to develop the skills needed for adulthood throughout their time at the school. Staff follow the Preparation for Adulthood framework outlined by the DfE, and pupils are encouraged to develop skills across key areas. This is reinforced by the academy's 5C values:</p> <ul style="list-style-type: none"> <li>• Challenge</li> <li>• Curiosity</li> <li>• Confidence</li> <li>• Character</li> <li>• Creativity</li> </ul> <p>Our values foster pupils' development as independent and respected members of society.</p> <p>From Year 8 onwards, pupils' EHCP outcomes are tailored to focus on preparing them for adulthood, including life skills, independence, and post-school pathways.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>At Westbury Academy, pupils with SEND are encouraged to take part in a wide range of personal development opportunities that enhance learning, build skills, and boost confidence.</p>

	<p><b>Allotment and Horticulture:</b> Pupils learn practical skills and develop independence through lessons with a specialist horticulturist.</p> <p><b>Preparation Phase Activities:</b> Pupils participate weekly in a Challenge Education Programme and have opportunities to engage with external activities, such as FLO, a skatepark-based programme in Nottingham.</p> <p><b>Extra-Curricular Clubs:</b> During period 6, pupils can join clubs, including the Warhammer Alliance, where they build, paint, and play with miniatures alongside peers with similar interests.</p> <p><b>Progression Phase Activities:</b> Pupils can take part in the Duke of Edinburgh Award, working towards a bronze or silver award as part of their Challenge Education.</p> <p><b>Team Sports and Camps:</b> Pupils can join team sports such as the school football club and participate in tournaments. Year 6 and 8 pupils also have the opportunity to attend the annual School Camp.</p> <p>These opportunities ensure that all pupils can explore their interests, develop teamwork and life skills, and gain confidence in a supportive environment.</p>
<p>How do you support the well-being of children and young people?</p>	<p>Westbury Academy is committed to the wellbeing of all pupils through a comprehensive whole-school Wellbeing Strategy, developed in collaboration with the Educational Psychologist Service. Key elements include:</p> <ul style="list-style-type: none"> <li>• <b>Trauma-Informed Practice:</b> Staff use therapeutic language and de-escalation strategies to support pupils.</li> <li>• <b>Mental Health Support:</b> The academy aims for all staff to be trained in Mental Health First Aid, with additional training in specific interventions such as ELSA (Emotional Literacy Support Assistants).</li> <li>• <b>Wellbeing Hub:</b> The Trust has invested in a Wellbeing Hub, including a sensory room, providing pupils with a calm, supportive environment.</li> </ul> <p>The academy recognises that improving wellbeing is an ongoing process and continuously develops strategies to meet pupils' needs. During social times, pupils can engage in a variety of activities, including sports, crafts, and quiet spaces, allowing them to relax, socialise, and develop personal interests in a safe and supportive environment</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	<p>At Westbury Academy, we work closely with a range of external professionals and services to support pupils with SEND and their families. When a pupil is referred to the SENDCo and progress is not being made through classroom support or interventions, we seek specialist advice to ensure the pupil's needs are met effectively.</p>

	<p>Currently, the academy works with:</p> <ul style="list-style-type: none"> <li>• Educational Psychologists</li> <li>• Behaviour Therapists</li> <li>• Counsellors</li> <li>• Art Therapist</li> <li>• Reading Support Volunteers</li> <li>• School Nurse</li> <li>• Early Help Services</li> <li>• Speech and Language Therapists (SALT)</li> <li>• Restorative Practitioners</li> <li>• Outreach Services</li> </ul> <p>If the academy does not have the resources to meet a pupil's needs, we complete referrals to the Local Authority or other appropriate services.</p> <p>Pupils who have external agencies involved will meet with staff as needed to ensure support is coordinated. For pupils classed as Children in Care (CIC) or Looked After Children (LAC), the academy participates in PEP meetings every term, with a formal review every six months involving the social worker, school staff, and other relevant agencies.</p>
<p>What support is in place for looked-after and previously looked-after children with SEN?</p>	<p>At Westbury Academy, we provide dedicated support for looked-after (CLA) and previously looked-after children who have SEND. The Designated Teacher for CLA, Daniel Siddons, works closely with pupils, families, and professionals to ensure the child's needs are fully supported.</p> <p>As part of this, the academy collaborates with Virtual Schools through the Personalised Education Plan (PEP) process, which helps to set targets, track progress, and ensure that each child receives the support they need to thrive academically, socially, and emotionally.</p>
<p>What should I do if I have a complaint about my child's SEN support?</p>	<p>If you have any concerns about your child's special educational needs or are unhappy with the support they are receiving, you can raise these with:</p> <ul style="list-style-type: none"> <li>• Your child's tutor or class teacher</li> <li>• The SENCo team</li> <li>• The Principal</li> </ul> <p>We always aim to resolve concerns quickly and effectively. However, if your issue is not resolved, you can refer to the academy's Complaints Policy, which is available on our website.</p>
<p>What support is available for families?</p>	<p>Westbury Academy is committed to building strong relationships with families. We keep families informed and involved through:</p>

- Weekly updates from class teachers and teaching assistants about your child's progress
- Termly coffee mornings hosted by the Wellbeing Team, where families can meet staff and learn about support from external agencies that help with parenting and other family needs

We aim to ensure families feel supported, informed, and connected with the school community.



Area of Need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2 –Targeted Intervention Offer	Wave 3 – Specialist Intervention Offer
<b>Social, Emotional, Mental Health and Behavioural</b>	<ul style="list-style-type: none"> <li>Positive behaviour strategies</li> <li>Small class sizes</li> <li>Meet and Greet</li> <li>Whole school approach to emotional literacy</li> <li>PSHE/RSHE Curriculum</li> <li>Circle time</li> <li>Pastoral care</li> <li>Nurture groups</li> <li>Wellbeing Team</li> <li>Sensory Circuits</li> <li>Sensory environments</li> <li>SEMH assessments (e.g. Boxall Profiles)</li> </ul>	<ul style="list-style-type: none"> <li>Small group interventions</li> <li>Social Skills Group</li> <li>Targeted support from SENCO/ELSA</li> <li>Mindfulness intervention (Stixmindfulness)</li> <li>Restorative Practitioner</li> <li>Lego Therapy</li> <li>Draw and Talk</li> <li>Allotment Education</li> <li>Mentoring programmes</li> </ul>	<ul style="list-style-type: none"> <li>Counselling service</li> <li>Art Therapy</li> <li>Educational Psychologist</li> <li>Sensory Occupational Therapist</li> <li>Mental Health Support Team</li> <li>CAMHS (Child and Adolescent Mental Health Services)</li> <li>Alternative Provision Specialist Taskforce (APST)</li> </ul>
<b>Cognition and learning</b>	<ul style="list-style-type: none"> <li>Curriculum adaptation</li> <li>Visual aids and manipulatives - In-class support (e.g. teaching assistants)</li> <li>Regular formative assessment</li> <li>Scaffolding of tasks</li> </ul>	<ul style="list-style-type: none"> <li>Small group interventions in literacy/numeracy</li> <li>Precision teaching</li> <li>1:1 tuition</li> <li>Targeted phonics and reading interventions</li> </ul>	<ul style="list-style-type: none"> <li>Specialist teacher assessments</li> <li>Educational Psychologist</li> <li>Dyslexia Specialist interventions</li> <li>Access to Learning Support Services</li> </ul>
<b>Speech, Language, Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>Visual timetables and cues</li> <li>Use of simplified language and keywords</li> <li>Talk Partners</li> <li>Structured language support</li> <li>Visual aids in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Small group speech and language sessions</li> <li>Social communication groups</li> <li>Targeted reading support</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language Therapist</li> <li>Communication and Interaction Team</li> <li>Autism outreach services</li> </ul>

<b>Sensory &amp; Physical</b>	<ul style="list-style-type: none"> <li>• Sensory-friendly environments</li> <li>• Classroom accommodations (e.g., seating arrangements, appropriate lighting)</li> <li>• Access to movement breaks</li> <li>• Access to sensory circuits</li> <li>• Fundamental Movement Skills (SAQ)</li> <li>• Use of assistive technology</li> </ul>	<ul style="list-style-type: none"> <li>• Fine and gross motor skills interventions</li> <li>• 1:1 Sensory Circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to external Occupational Therapist</li> <li>• Sensory impairment teams support (e.g., VI/HI teams)</li> <li>• Specialist equipment for physical needs</li> </ul>
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