

# **SEND Information Report**

23-24



The SEND report is information about services and support for families within the school with children/young people aged 4 – 19 years with special educational needs and/or a disability.

## **Our School Vision**

Our aim is, in partnership with parents/carers and relevant professionals, to fully meet the individual needs of every child/pupil. We personalise our approach to educating the whole child and enable every individual to develop into happy, independent and confident individuals who can progress into the world of work and become productive members of society involved in their local communities.

## **Type of School**

West Lea is one of five Special Schools in Enfield maintained by the Local Authority (LA). It has recently become an Enterprise Cooperative Trust School. The Enterprise Trust is a partnership of likeminded schools, charities, community groups and businesses, providing holistic education which goes beyond academic achievement. The Enterprise Cooperative Trust has a collective vision to improve education and life opportunities for all children and young people in Enfield, and will challenge the 'status quo' by drawing on the expertise of the local community and neighbouring organisations to help our children flourish in the working world, both now and into the future. West Lea is commissioned by the LA to provide special school-based education for pupils with complex needs with an Education Health and Care Plan (EHCP). This identifies the education, health and care needs of the young person. Prospective pupils' EHCPs are sent to the school for consultation by the LA. Consideration is given to the child's own needs and the needs of others in the school and the potential impact upon them.

The school caters for the needs of Early Years children to Post 16 students and offers special school provision based on separate campuses and sites for the different Key Stages across the borough of Enfield.

## **How do we identify and assess pupils individual needs?**

At West Lea School, we see each pupil as an individual. We are very proud of our school and constantly strive towards providing a stimulating and challenging environment for all our pupils. When children first arrive at school, we spend time getting to know them. We work holistically with therapists and other agencies to ensure the needs of the young person are met. As special schools, all the pupils who attend have special educational needs and therefore have significant additional adult support. The support is matched to each individual's needs. If a pupil is deemed to require additional support on a temporary basis this will be provided. The support is usually requested following observations by a range of staff and discussions with therapists, parents and other agencies.

Key to this, is the voice of the child and the parents and their voices contribute to informing the decisions about them as individuals and as a school. in order to inform decisions about them as individuals and the school as a whole.

## **What is our approach to teaching pupils with SEND?**

We are committed to putting the children at the heart of everything we do, through our holistic approach to education. We know that children learn best when they are in an environment that is responsive to their needs. Our school is able to meet these needs, providing a positive and stimulating experience unique to each individual that also ensures their full educational entitlement. We are committed to promoting independence through our teaching, particularly through 'real-life' contextual learning, which is intrinsically linked to the school's vision.

All staff receive ongoing training in need-related aspects of professional development to help them to understand and meet pupils' needs and also assist them to maximise their personal and academic progress, achievement and development.

The school works in partnership with a number of different external professional agencies (Social Services, Health, CAMHS, Speech & Language Therapy Service, Educational Psychology Service, Careers Service, YOT, SEWS, Police, etc.). In addition, it also directly commissions additional support including music, drama and talking therapies, where need is identified. This is in addition to our in-house therapeutic offer.

The school also provides a broad range of high-quality sport / leisure/enrichment activities and other skills-based services in order to motivate, engage and further develop our pupils / students, supporting them on their pathway to further education and employment.

- We are committed to high achievement, effective teaching and learning, and good relationships;
- We listen to each other, celebrate each other's strengths, acknowledge weaknesses, and foster a climate of kindness and co-operation;
- Our pupils are empowered and given opportunities to participate in a more inclusive school, and in the wider community;
- Staff present a broad and balanced curriculum which promotes pupils' holistic development and enhances their self-esteem and resilience;
- All staff support and manage pupils effectively and respectfully achieving high standards of work, discipline and courtesy

## **How we adapt the curriculum and learning environment?**

We endeavour to provide a broad and balanced curriculum which has elements of personalisation, intended to be motivating, engaging and fun. A curriculum that provides first hand, practical and creative opportunities, that allows for pupil independence and choice, helping pupils to learn the knowledge, skills and attitudes that are necessary for them to live as rich a life as possible.

Throughout the school, staff provide a consistently responsive and effective learning environment, within which every learner's ability to communicate is respected, responded to and developed.

Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way. We provide a curriculum tailored to individual

strengths and needs, which challenges pupils and encourages aspirations with the development of our vision at its core.

Specialist advice and guidance from internal and external agencies, identifies personalised strategies and recommendations for curriculum/environmental adaptations that support pupils to fully access the curriculum. As an ELKLAN communication friendly school, all staff have been trained and supported to develop a learning environment that promotes communication and interaction.

All pupils / students:

- are taught in small class groups of 10-15 children.
- have access to high quality ICT and assistive technology where needed
- are in classes that differentiate in 3 different ways following the learning pathways best suited to the individual, however there may be cross over between the 3. Throughout the school, subjects can be used as a vehicle for learning, catering for individual learning styles

## **How do we check pupils progress towards outcomes?**

Assessment is a key area in school to ensure that all pupils / students make expected progress in line with their abilities and special educational needs. This begins with baseline assessment on admission to West Lea School (early in the first term). Progress is then measured from this baseline starting point on a scheduled basis.

Pupils are then assessed by the teaching and learning staff on a regular basis to maximise progress, achievement and attainment. Interventions are planned if pupils / students are identified as requiring additional support to address their needs, mainly focusing on Literacy, Reading and Numeracy. At secondary age (KS4), students are given the opportunity to take national qualifications in a broad range of subjects, including the important core ones of English, Maths and ICT. These range from entry level functional skills to GCSEs. There are also opportunities to work towards other vocational qualifications at the relevant level including the Arts Award, Prince's Trust Achieve (work and life skills), DofE Awards and relevant/bespoke AQA units. Pupils access work experience and progress is measured throughout the year (half termly) using pupil, teacher and employer assessment of key work skills and bespoke targets.

At KS5 learners progress with higher level English and Maths qualifications, whilst specialising in vocational areas of their choice, accessing qualifications based on ability levels. They continue to work towards their personalised work and career targets through work experience and careers education. This supports learners with their onwards pathway as they are fully prepared to take their next steps, usually into full time college and then a Supported Internship and employment. How do we enable pupils with SEND to engage in activities with pupils who do not have SEND? We work closely with a number of schools including Chace Community School and CONEL College to provide some of our students with positive inclusion placements with their mainstream peers, when appropriate.

The placements enhance the student's place in their community along with their academic and social skills. Some students may be able to study for qualifications such as a GCSE as part of the placement. Timetables are carefully planned to ensure placements are purposeful and meaningful, each one being closely monitored. Dedicated staff members support the students with their placements.

College link days and work experience opportunities are offered from Key Stage 4, providing opportunities for all our pupils to experience college life, the world of work and possible paid opportunities. Throughout their educational journey pupils are given many opportunities to engage with their local community through regular trips, volunteering and citizenship projects. The enrichment opportunities on offer through the 'Edmonton Community Partnership' provides extensive inclusive opportunities to engage with peers from other local schools including choirs, Glee clubs and community events where all 23 schools in Edmonton come together for arts and sporting events. Every year West Lea pupils perform on a West End stage alongside peers who do not have SEN, and they also take part in the Shakespeare in Schools festival.

## **How will my child be included in activities outside the classroom?**

As a fully inclusive school, all children participate in whole school, curriculum and off-site activities. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part.

Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All students engage in travel training activities, pitched at their level, to promote independence as much as possible.

## **How do we consult with parents?**

The school believes that parents have a right to be viewed as partners in the education of their child by being given access to staff involved in their child's learning environment. This is achieved through:

- Operating an 'open door' policy for parents to meet face to face with Key and/or Senior Staff (as appropriate) to help to positively discuss and resolve any issues at as early as possible.
- Regular planned positive (in addition to reactive) contact by designated 'Key' staff allocated to each individual student via phone, text and or email; whichever is the parental preference.
- Continually gathering information on the achievement's pupils are making. We do this informally and share information with parents about their child's achievements through informal telephone calls made by the teacher, termly formal meetings and Person-Centred Annual Reviews.
- Encouraging parents to make informal visits and keep in contact with the school about issues as they arise.
- Pupil Review Days take place three times per academic year. Parents are invited to attend at an agreed time. During this meeting (usually 30 minutes), all concerns they may have are dealt with.
- Person Centred Annual Reviews take place once a year. Families are encouraged to invite family, friends and professionals to attend the Annual Review, to discuss what they like and admire about their child, what's working, what's not working, and formulate an action plan.
- A half-termly newsletter is sent out, which provides whole school and campus specific information, celebrates pupil achievements and provides key dates for parents (upcoming events and key messages).

- Coffee mornings and parent workshops (ESOL and family learning) run by the school's Parent Support Advisor. Also acts a point of contact and provides support and signposting for parents.
- Home school planners support regular communication with parents.
- Regular consultation through online surveys at review days and on specific matters (curriculum, blended learning etc.)
- Regular communication via the school website, email 'news[1]shots', sharing messages via social media, key dates and the school calendar.
- Open evenings and transition events throughout the year providing information and opportunities for Q&A.

## How do we consult with pupils and involve them in their education?

Everything we do in school endeavours to promote the well-being of all the pupils and our approach is child-centred. The Student Council provides the children and young people with a forum within which to discuss the school and offers feedback to the Senior Leadership Team and Governors, in order to influence the school and its development.

We support students to have a voice in decisions which affect them and have an impact on their own lives. We work together regularly to ensure we understand our students' needs, seeking additional, external support where necessary, to support them to have an impact on their own lives.

Student "voice" opinions are also sought through confidential questionnaires and all pupils / students are strongly encouraged to express themselves appropriately and as such confidential 1:1 supervision between key staff and individual students can be held on a needs led basis to enable students to appropriately voice their personal / individual thoughts, opinions and/or issues.

Pupils are encouraged to exercise choice throughout their journey and they are supported by staff and our external careers advisor to select vocational 'options' at KS4 and KS5. Their post 16 curriculum is tailored and personalised based on this in-depth consultation and their areas of interest.

## How do we support pupils in preparing for adulthood?

This is a key area which West Lea works on from the pupil's initial entrance to the school. This involves:

- Independent travel-training when appropriate, and teaching travel skills from primary.
- Life and work skills being taught systematically and working towards PFA outcomes, from primary through to post 16.
- Opportunities for enrichment such as trips and residential stays
- Impartial careers advice provided by an independent Careers Adviser.
- Work tasters and work experience for all KS4/5 pupils, facilitated by experienced job coaches to prepare pupils for the world of work.
- Access to internal work opportunities through our social enterprises (charity/eBay shops, coffee cart, furniture upcycling etc).



- Link college days at KS4 (one day a week) where pupils access vocational tasters to support the transition into KS5 and FE.
- Bridging course at KS5 (based full time and delivered in partnership with local college CONEL) supporting the transition into mainstream college.
- Supported Internship Programme offering a pathway to employment for pupils 16-25. Supported employment pathway also be developed.
- 'Independence passports' act as a motivational tool, supporting pupils to become as independent as possible, culminating in an annual graduation ceremony.
- Pupils are set targets in areas that are pertinent to the individual.

Overarching targets are discussed and set during the Person-Centred Annual Review Process and these are then broken down into smaller achievable steps by teachers termly. Targets are discussed and reviewed on a termly basis through our Parent/Carer & Teacher meetings. Targets are threaded through all aspects of the curriculum at each key stage from Early Years to Key Stage 5.

## **How do we support pupils with SEND to improve their emotional and social development?**

Pastoral, medical and social support is offered to pupils / students where need dictates. Whilst we create an environment within which children are healthy and safe, we acknowledge the need to provide children with the knowledge, skills, language, strategies and dispositions to gradually share and eventually take over these responsibilities for themselves, to whatever extent possible.

Some children may never be able to take complete responsibility for their lives. However, they do have a right to learn and understand as much as they are able about the issues covered within our PSHE/RHE/RSHE curriculum, promoting wellbeing and the entitlement of every child.

Our ethos focuses on how we model and teach young people the values, language, strategies and skills to develop the supportive relationships that are essential for a physically and emotionally safe learning culture. We teach the strategies and skills young people need to ask for help for themselves or others.

## **What expertise and training do our staff have to support pupils with SEND?**

All staff are appropriately qualified (or undergoing training) to fulfil their designated duties, with a significant majority having considerable experience in the SEND specialist field. Staff training and development is given high priority across the whole school.

All staff at the school have a developing programme of training, which is focused on supporting the pupils. All of our staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally.

All pupil / student contact staff receive regular awareness raising / training in:

- Safeguarding & Child Protection related issues (including PREVENT & CSE)
- Health & Safety related issues

In addition, all Teaching & Learning staff receive regular awareness raising / training in the latest:

- Curriculum developments / requirements
- Appropriate strategies
- Assessment and progress tracking methodologies.

In addition to the above, a range of ongoing training is provided according to need / designation (i.e. safeguarding, H&S, first aid, role specific skills, systems, etc.).

All staff are ELKLAN trained. Many staff have also been trained in Makaton, First Aid, Epilepsy and Asthma, Behavioural Management, Food Hygiene, off site and adventurous activities and MIDAS training.

Some TAs are specifically trained to work with individuals who have a hearing impairment or visual impairment and have received very specific training from specialist teachers and outside agencies. All staff members are trained specifically in de-escalation strategies to promote positive behaviour management.

## **How will we secure equipment and facilities to support pupils with SEND?**

As a special school, the resources we have available to us are focused on pupils with special educational needs. All our school buildings are fully accessible. We also look to enable the environment to be supportive of pupils' communication needs.

The school uses its own budget to provide the majority of resources and facilities that are needed. Some specific resources come via other agencies i.e. equipment such as standing or walking frames etc. Sometimes the schools will secure resources through making applications to charitable organisations.

Building developments:

Meridian – our sites at Dyson's Road and Springfield have been fully refurbished (from 2016 to 2019) to ensure the buildings, facilities and grounds meet the needs of our pupils.

Haselbury – has seen significant investment to re-build and re-model the existing facilities. This has enabled the school to accommodate more pupils, whilst also providing up to date facilities.

Ponders End – our site in Ponders End (KS4) is currently being re-developed in partnership with LBE. Current works include a new heating system and classroom refurbishments.

## **How the school involves other bodies in meeting pupils SEND and supporting their families?**

We work closely with any agencies involved with our pupils so that a multi-agency approach can further our work. There are trained safeguarding officers on all sites to ensure that pupils are



effectively protected from harm. Safeguarding across our school is considered everyone's responsibility and as such our school aims to create the safest environment. We recognise the contribution it can make in ensuring that all young people who use our school feel that they will be listened to and appropriate action taken. We do this by working in partnership with other agencies in accordance with 'Working Together to Safeguard Children' (2018) and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our young people with the skills they need.

Safeguarding is not just about protecting young people from deliberate harm. For our school it includes such things as child safety, bullying, racist abuse and harassment, visits, peer-on-peer abuse, internet safety, etc. It is the responsibility of the Designated Safeguarding Leads on all sites to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency.

We have access to Speech & Language Therapy services, Occupational Therapists and Physiotherapists who work across our school sites to provide personalised learning programmes for pupils as necessary. The school has access to Specialist Community Public Health Nurses. They work closely with parents, carers and staff to assist in promoting the health and well-being of our pupils.

We also have visiting specialists such as the Orthoptist who looks after the children's eyes. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, dentists and the immunisation team run clinics at the school. Young carers service who provides activities and therapeutic support for young people with caring responsibilities and the Lighthouse who provide support for children and young people who have experienced sexual abuse.

Through the NEXUS project (run by Enfield's Behaviour Support Service), some pupils, mainly those with SEMH needs, have had access to coaching/mentoring programmes including gang awareness.

## **How do we evaluate the effectiveness of our SEND provision?**

The school has a system for monitoring the effectiveness of its provision.

Data is gathered termly and scrutinised by both senior and middle leaders. Data collection is followed by professional conversations with teachers to ensure that there are realistic yet challenging expectations for pupils and that needs are being met.

The Chief Executive Officer also reports to the Governors each term and the Governing Body monitor and challenge what they have been informed about and/or have seen as evidence in practice. This is further supported (through the structure of governance) by Local Advisory Boards (LABS), who meet with Heads of School at a campus level.

The schools are also subject to an Ofsted inspection every 3-5 years. We also update our Self-Evaluation Framework (SEF) on an annual basis, which includes external moderation and advice from external specialists.

Safeguarding is regularly monitored and evaluated internally, but is also audited every 2-3 years by the NSPCC, who produce an audit report and recommendations for action.

## **How do we handle complaints from parents of children with SEND about provision made at the school?**

There is an opportunity for all parents/carers to raise concerns about their child's provision at any time through contact with either the class teacher or any member of the Senior Leadership Team. A parent/carer might also contact a Governor. If a concern is more formal, the parent/carer would be directed to the Complaints Policy and Procedure which can be found on the school website. We would hope that, through early intervention, any complaints would be resolved quickly.

## **Who can young people and parents contact if they have concerns?**

Pupils may raise a concern with their class teacher or indeed any adult with whom they may have a good relationship. Parents may wish to address the class teacher directly or take their concern directly to a member of the Senior Leadership Team.

## **How we prepare for children and young people to join our school and leave our school**

Transition either into, or out of, our specialist school is a very important time for our pupils / students if it is to stand a good chance of success.

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible, using:

- Social stories
- Bespoke theatre productions (Face Front)
- Transition visits and tours
- Team building activities
- Meetings to share information about your child. Photo books
- Focused group work around upcoming changes

### **REFERRAL / ADMISSION TO WEST LEA SCHOOL**

All pupils / students at the school will have an EHCP maintained by a Local Authority (usually Enfield but occasionally from other Local Authorities where a child is residing in Enfield). When a place is requested at our school by a Local Authority this is always made through the Enfield LA 0-25 SEND Team commissioners based at the Civic Centre in Enfield.

For more detailed arrangements please refer to the 'Student Admissions' guidance on the school website. It is possible for informal visits by parents / carers / Social Services if they are considering

placing a child at the school. These can be arranged with the appropriate school site using the contact details on the West Lea website.

If a potential student is referred to West Lea then the following process may occur:

- Analysis of all documentation associated with the child
- Home / existing school placement observation visit by West Lea staff (optional – dependent on identified need)
- Pre-interview viewing of the school by parents / any associated supporters if requested (existing staff / teacher, Social Worker, etc.)
- Combined interview with child, parents and any associated supporters by senior school staff
- Preparation of a personalised induction pack and process. (A phased start may be helpful in certain cases and this can usually be facilitated by mutual consent between parent, school and LA).

## **TRANSITION FROM WEST LEA**

When a pupil / student moves on from West Lea, either unexpectedly mid-term, or at planned phase transition stage at ages 11/12 or 16 or 19, the school always strives to make this process as positive an experience as possible. Extensive preparation is undertaken to prepare all outgoing students for the next positive phase in their young adult lives. This includes:

- Full ongoing consultation with them regarding their future career aspirations from as early as Year 9 onwards. This includes independent careers advice and the development of a careers action plan for every year 11 student. This also includes personalisation of curriculum offerings to match their career aspirations wherever realistically feasible.
- Facilitation of appropriate Work Experience placements based on an in-depth vocational profile, to give students a chance to experience a realistic work environment and help them to make informed choices.
- Staff supported visits (student & parent where possible) to potential post 16 educational provisions in Year 10/11 and 12 to help them to make informed choices.
- Staff supporting students in their placement interviews (Post 16 Colleges, etc.).
- Staff assistance with the application processes for such post 16 provisions.
- Coordination of associated relevant professionals to support the young person through this transition phase.
- Supporting students with travel training to ensure that they are able and confident to travel to their new destinations (i.e. bus / trains).
- Supporting students and families with effective signposting to adult services and any relevant community services.

## **Arrangements for supporting pupils who are looked after by the Local Authority**

There is a designated member of staff responsible for LAC. This person works closely with the school DSL and Social Care to ensure appropriate support measures are in place.

## **Where can the LA's local offer be found?**

For information on Enfield's local Offer please follow the link: [Enfield's Local Offer for SEND · Enfield Council](#)



community  
**kindness**  
**learning for life**  
innovation **inclusion**