



Westminster City School Special Educational Needs Advice for Parents

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Westminster City School

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Special Educational Needs & Disabilities Offer

Parents Questions & Answers

Who are the best people to talk to at Westminster City School about my child's difficulties with learning, special educational needs or disability?

- Talk to their form tutor or subject teacher about your concerns.
- It is likely that the form tutor will have discussed your concerns with Ms Scarlet: head of the Inclusion Department and the school SENDCo. You may wish to arrange a meeting with Ms Scarlet.
- If you continue to have concerns arrange to discuss these with Mr Rees - Assistant Headteacher (parents may also follow the school's complaints procedure should the need arise).

How will the school let me know if there any concerns about my child's learning, special educational needs or disability?

- Your child's form tutor or head of year may initially speak with you and arrange a further time to discuss the concerns.
- The form tutor may also talk with you about any issues at a parent/teacher consultation meetings
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategy the school might be considering.
- You will be informed by letter of any special educational provision made for your child

How will the school consider my views and those of my child with regard to their difficulties with learning, special educational needs or disabilities?

- At Westminster City School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress with their form tutor and others via email or telephone contact or within a meeting at school
- If your child has an identified special educational need or disability you will receive a termly update from the SENDCo to discuss current progress, support strategies being used and intended outcomes.
- If your child has an Education, Health and Care Plan (EHC Plan) you and your child will be able to share your views at the Annual Review.

How does Westminster City School ensure staff are appropriately trained to support my child's special educational needs and/or disability?

- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support learners with special educational needs or disabilities.
- The school is able to access training programmes from different organisations including the Tri-borough Training and Outreach team based at Queen Elizabeth II School.
- Individual training can also be arranged when necessary.

How will the curriculum and the school environment be matched to my child's needs?

- At Westminster City School your child's learning needs will first be met through the high quality teaching delivered by their teachers.
- We carefully plan our curriculum to match the age, ability and needs of all learners.
- Teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- We will be pro-active where it may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Westminster City School annually reviews its Accessibility Plan to ensure that all young people have the fullest access to the curriculum and the school site as possible.

What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Westminster City School we have a three-tiered approach to supporting a young person's learning.

Universal – this is the quality first teaching your child will receive from their teachers and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention, and d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of learners access to these specialists may be through provision stipulated in an EHC Plan.

The current interventions provided at Westminster City School are shown in the provision map at the end of this document.

How will you support my child to reach his/her learning outcomes?

- The teachers and other staff working with your child ensure that they receive appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

What is an EHC Plan and who can request one for my child?

- The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he gets older, prepare for adulthood. An EHC Plan will contain:
- the views and aspirations of you and your child.
- a full description of his/her special educational needs and any health and social care needs.
- established outcomes for your child's progress.
- Specifics on the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo or members of the Inclusion team may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child

How is support allocated to learners and how do they move between the different levels of support in school?

- Westminster City School receives funding from the Education and Skills Funding Agency and/or the local authority. These funds include money to support the learning of young people with SEN and/or disabilities.
- The Head teacher, in consultation with the school governors, decides the budget for SEN provision on the basis of the needs of the learners in the school.
- The Head teacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those learners who require additional support.

How will the school know that the support has made a difference to my child's learning and how can we be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within each subject and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

What support will there be for my child's happiness and wellbeing at Westminster City School?

- At Westminster City School we believe that the happiness and well-being of all our learners is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's teachers, form tutor, the learning support assistants, pastoral support and the SENDCo are available to provide support to match your child's needs.
- You should feel free to contact your child's form tutor if you have any concerns.

How is my son included in all the same activities as his peers at school?

- Westminster City School is an inclusive school and committed to providing equal opportunities for all children and young people.
- School clubs, educational visits and residential trips are available to all learners.
- When necessary the school will make reasonable adjustments to ensure that learners with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's form tutor if you have any concerns.

How will Westminster City School support my child in transition stages?

- We liaise closely with the school from which your child is transferring. We are able to discuss with the relevant teachers any individual needs and how best to support your child in our school setting.
- While at Westminster City School we take care to ensure that during transition points (between classes and at the end of key stages) all staff are aware of individual learners' needs, learning progress and the best support strategies.
- Westminster City School makes arrangements to ensure there is a smooth transition when your child transfers from their primary school. Please contact us for further details.
- If your child has an EHC Plan we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- At KS4 and KS5 transition your child will have access to the support they require to access appropriate pathways
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.
- In Year 11 all EHC Plan reviews will have a clear focus on next steps and support for further education/training pathways

If I have any other questions about my child at Westminster City School, who can I ask?

At Westminster City School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- Form Tutor
- Subject Teachers
- Head of Year
- SENDCo
- Assistant Headteacher
- Headteacher

Westminster City School

Interventions & Provision map

Intervention or provision	Year Group	Frequency & duration	Anticipated progress /impact	Staff
1:1 literacy/numeracy support	7-8	3x per week 20 mins each	Accelerated progress=6 months increase over 4 months	LSA
Group literacy/numeracy support	7-8	1 hour per week	Accelerated progress=6 months increase over 4 months	HLTA/LSA
1:1 key worker support	7-13	1 hour per week	Increased engagement. Reduction in Negative points. Improved attendance/punctuality	HLTA/LSA
Bereavement support	7-13	1 hour per week	Increased engagement. Development of strategies to aid pupils and students with dealing with their emotional need	School Chaplain
Speech and Language screening	7-13	1 hour	Analysis of need. Targeted intervention.	LSA
Speech and Language Assessment	7-13	1 hour per term	Analysis of need. Targeted intervention.	SALT
1:1 Speech and Language therapy for EHCP children	7-13	1 hour per week	Increased assessment scores. Language development. Improved engagement and confidence	SALT
Group Speech and Language therapy	7-11	1 hour per week	Increased assessment scores. Language development. Improved engagement and confidence	SALT
Nurture group	7-11	Up to 17 hours per week	Accelerated progress minimum expected 1 full grade in one year in English and maths	HLTA
				LSA
Touch typing (co- curricular offer)	7-11	1x per week 20 mins each	Increased efficiency with keyboard skills	LSA
Handwriting(co- curricular offer)	7-11	1x per week 20 mins each	Improved legibility and speed	LSA
Access arrangements	9-13	4 hours assessment and admin. Formal application usually requested during year 9 if appropriate	Ensuring that all pupils have appropriate access to formal examinations with the intention to secure their best possible grades	Professional Assessor
LSA in class support for EHCP children	7-11	Variable	Improved engagement. Improved accelerated grade over three months	LSA

			Review and modification of learning materials so that the needs of pupils are catered for	
Individual and Family therapy	7-11	1 hour per week	Increased engagement. Reduction in Negative points. Improved attendance/punctuality. Improved well being	Psychotherapist
Parent support for Nurture group	7-11	2 hours per half term	Increased engagement. Improved attendance/punctuality. Improved well being	Multidisciplinary
Small Class Sizes- reduced group sizes	7-11	Variable	Improved engagement. Improved accelerated grade over three months	Teacher
Subject specific tutor groups	11	2x per week	Improved engagement. Improved accelerated grade over three months	Teacher DHT HoY 11
Targeted Revision -after school	7-11	1 hour per week	Improved engagement. Improved accelerated grade over three months	HLTA/LSA
Targeted skills club -before/ after school	KS3/4	Up to 1 hour per week	Improved engagement. Improved accelerated grade over three months	Teacher/LSA
Alternative Provision	7-11	Up to 5 weeks	Improved engagement. Increased self management skills	3rd Party fees- at cost
RESPITE	7-11	3 days	Improved engagement, increased self management skills	PSO
CAMHS			Increased engagement. Reduction in Negative points. Improved attendance/punctuality. Improved well being. Improved SDQ scores	3rd Party fees- at cost
Enrichment (therapeutic)			Increased engagement. Reduction in Negative points. Improved attendance/punctuality. Improved well being	3rd Party fees- at cost

