

## Special Educational Needs and Disabilities Provision at The Westgate School

Our aim is for every pupil (including pupils with SEND) to become an increasingly independent learner, well-prepared for life beyond school. We are committed to supporting pupils on their 'Pathway to Independence'. We do this by offering structured guidance and scaffolding that is intentionally reduced as pupils over time gain confidence, resilience, and the skills to manage their own learning.

### Frequently asked questions

*Q – What does SEND provision look like at The Westgate School?*

A - At Westgate, Quality First Teaching in lessons by the class teacher is our approach to teaching pupils with SEND, supporting **all pupils to be in all mainstream lessons**. This approach includes:

- Explicit instruction (modelling, guided practice)
- Cognitive and metacognitive strategies (teaching pupils how to learn)
- Scaffolding which may include:
  - Writing frames, word banks
  - Simplified content (slides, handouts)
  - Visuals (for key words)
  - Chunked tasks
  - Questioning
  - Processing time

Our curriculum pathway leads to the study of GCSE subjects in Years 10 and 11. Teachers make adaptations to the teaching and learning in their classrooms to help pupils with SEND access the curriculum and make progress.

In addition, some pupils:

- receive additional learning support for literacy and numeracy
- receive evidence-based, time-limited, interventions to develop their skills in specific areas, such as emotional regulation
- have strategies to help them manage sensory needs

As an oversubscribed mainstream school, all our classrooms and physical spaces are fully timetabled for use throughout the day. We do not have additional spaces pupils can access on demand.

*Q - Are there teaching assistants (TA)?*

A - The Westgate School operates a TA **case load model** rather than a key adult model; this approach supports the development of **pupil independence**. Teaching assistants are responsible for a group of pupils with EHCPs who they support during a lesson. This involves helping those and other pupils throughout a lesson in the same or adjoining classrooms. Teaching assistants support pupils' pathway to independence by enabling pupils to attempt a task independently first. If appropriate, teaching assistants may scaffold learning further when pupils demonstrate they need more support following check-ins.

*Q - What is the Graduated Approach?*

A - The Graduated Approach (Assess, Plan, Do, Review) is a cyclical, four-stage process that helps identify and meet the needs of pupils who require additional support. It is central to the SEND Code of Practice (2015) and ensures support is structured, evidence-based, and continuously refined. It recognises that support isn't "one-off" but that it grows and changes in response to the child.

*Q – My child is moving into Year 7. As they will have several different teachers how will all those colleagues know about the needs of my child?*

A – All adults in school have access to '**EduLink**', a system with information about pupils, including SEN needs. Individual SEN strategies to support a pupil's learning are on EduLink so that all their teachers know about them.

*Q – Who should I contact if I have a query about my child's progress?*

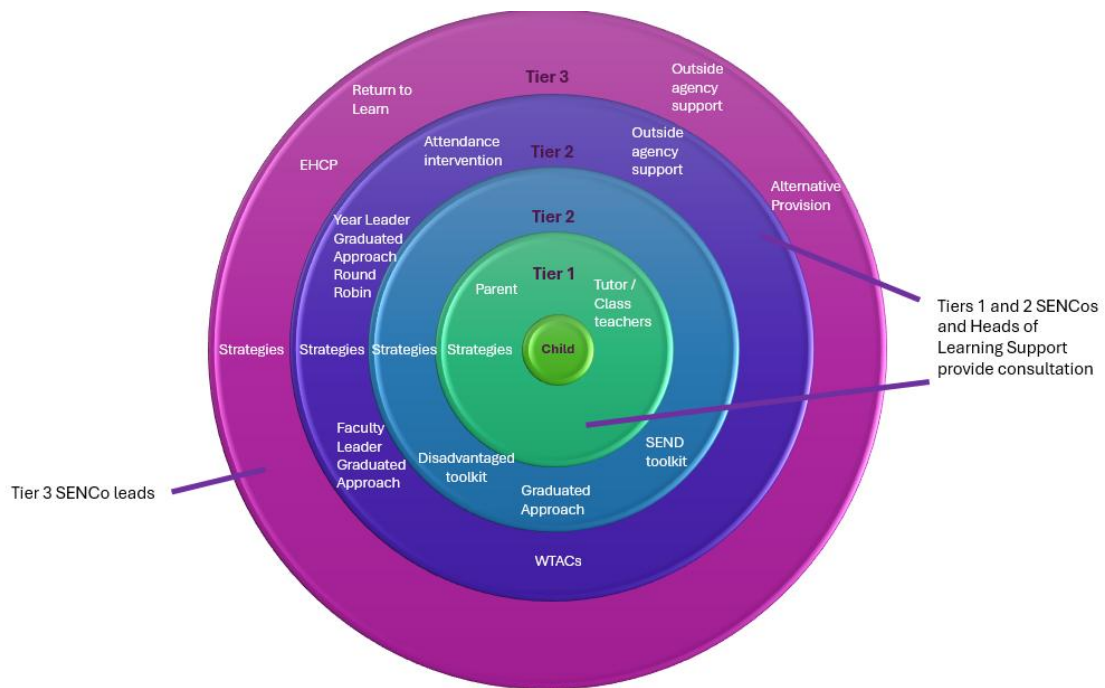
A - In the first instance contact your child's tutor (in Upper School) or class teacher (in Lower School) via the contact form ([Contact](#)) on the website. Your child's tutor or class teacher are the adults in school who will know your child best.

*Q – Who will respond to my query about a special educational need?*

A - When a contact form is completed and sent to the SEND team, it will be triaged to the most appropriate person. You are likely to hear from your child's tutor, Year Leader or class teacher in response.

The SENCo or Head of Learning Support will liaise specifically with parents or carers of pupils with EHCPs.

Our SENCos and Heads of Learning Support oversee SEND provision and support colleagues by providing professional development and support with individual queries. This can be thought of in a similar way that a consultant in the NHS oversees specialist patient care through reviewing cases and patient information, while advising other professionals but not always meeting patients directly. The diagram below illustrates our SEND support model.



*Q – If I have a question about my child’s EHCP or annual review who should I contact?*

A - Contact the SENCo or SEND administrator via the contact form ([Contact](#)) on the website

*Q – Which teachers in school are teachers of children with SEND?*

A - All teachers at The Westgate School are teachers of SEND. They have extensive and ongoing continuous professional development. Our SEND Partners in Learning events are designed to share further information about SEND provision in our school and we invite parents and carers to attend.

*Q – Where can I find out more information about the SEND local offer in Hampshire?*

[SEND Local Offer | Hampshire CTSH](#)

*Q – Where can parents and carers find impartial special educational needs advice?*

[Hampshire SENDIASS - Special Educational Needs Support](#)

[\(IPSEA\) Independent Provider of Special Education Advice](#)