



West SILC SEND Report September 2023

The West SILC SEND information Report will be updated annually to address any significant changes throughout the year, reflecting our provisions on the main site and within our partnerships.

What kinds of special educational needs do our staff cater to in our school?

West Specialist Inclusive Learning Centre (SILC) is a community special school. The SILC admits pupils aged 3-19 years with an Educational Health Care Plan (EHCP). The school is classed as generic so caters for a wide range of pupils with special educational needs. This includes moderate and severe learning difficulties; complex and multiple learning needs; (CMLN); complex communication and autism (CCA) and social, emotional and mental health needs.

The West Area Inclusion Partnership (WAIP) became part of the West SILC in 2022. This provision supports pupils with social, emotional and mental health (SEMH) needs from local high schools.

How do staff determine if your child needs additional help?

Every pupil at West SILC has an Education, Health and Care Plan (EHCP) which is reviewed annually and in consultation with parent/carers and the pupil, where appropriate. In addition, pupils are continuously observed, formatively assessed and their progress recorded. Some pupils who are supported at WAIP do not have an EHCP, whereas some are in the process of obtaining one and some may have one in place already.

All pupils are assessed on their learning journey up to 3 times in a year. Data is analysed to monitor that all pupils are on track to make, or exceed, expected progress. Should pupils not be making expected progress additional interventions are put in place either within their teaching and learning group (TLG) or by the class teacher. Those in receipt of Pupil Premium at WAIP are supported additionally by their host school.

When pupils join the SILC, staff ensure a transition period takes place to assist placing pupils in the correct class on the appropriate site. When placing pupils, staff will consider information from previous settings and schools; information from other professionals and your views.

Our staff will work with you to understand how learning is planned for the group in which your child is placed. Staff will share targets with you, we will also work with you to support learning at home.

Other professionals are consulted about the progress your child is making. This could include Speech and Language Therapists, Physiotherapists, Occupational Therapists, teachers of the deaf and Visual Impairment plus other external agencies to ensure obstacles to learning are identified and strategies are planned to help overcome these obstacles.

How do staff consult with young people with special educational needs and involve them in their education?

All pupils have an EHCP and will be encouraged to attend their annual review to learn about their achievements and to discuss future targets, if appropriate. Your child's views and aspirations along with your own and those of school will be considered so that staff can work

collectively to support your child. Those at WAIP without at EHCP are also encouraged to attend review meetings to discuss progress.

The teacher and learning support staff will be continually engaging your child throughout lessons, monitoring their progress and providing individual support where needed to ensure they enjoy school.

The overall aim of all staff is to prepare pupils for the next stages of education and ultimately adult life.

Pupils are actively involved in the running of the school through the school council.

How staff will assist you to support your child's learning.

In West SILC each teaching and learning group deliver a core provision package to support each pupil's learning needs. We have a 'total communication' approach, including the use of Eye-gaze technology, objects of reference, Makaton signing, using visuals and Augmentative and Alternative Communication (AAC). AAC means all of the ways that someone communicates besides talking.

In WAIP each teaching and learning group access a core provision package to support each pupil's learning needs. The personalisation for these learners with SEMH needs focus on resilience, managing emotions.

The school uses computer-based programmes, such as Reading Eggs, Mathseeds, Lexia and Sumdog. If you require more information and would like your child to use these software packages at home, please contact your child's teacher.

The school has a team of Family Support Workers who strive to ensure the needs of parents and pupils are met in a variety of ways. They will signpost relevant training for parents and host a parent support group which gives you the opportunity to meet other parents and to share and learn from each other's experiences. If you have a specific need, staff will work with you to ensure you receive the training and support you require.

Staff organise a variety of activities throughout the year, including special themed days, talent shows, celebrations, school discos and sports events.

Pupils have individually focussed, short-term targets that are regularly reviewed. These targets are consistently monitored and progress discussed with staff and the pupil where appropriate. Where possible staff encourage pupils to self-review their progress.

How staff know what progress your child is making and how staff will keep you informed

Staff will keep you informed of your child's progress via their annual review, annual reports and by sharing short-term targets. Staff convey messages in home-school books, Via Microsoft Teams, Class Dojo, Class Charts (at The Coop Academy Priesthorpe Partnership and WAIP). Staff will also make telephone calls or email parents/carers.

In the second half of the autumn term, a parents'/carers consultation meeting is convened, staff will hold a structured conversation with you to discuss the targets for your child for the academic year. If you cannot attend the meeting, staff will do a video call via Teams, a phone call or a home visit.

At the end of the year, you will receive your child's annual report and you will be asked to provide us with feedback on the progress your child has made.

You are also strongly encouraged to attend your child's annual review of their EHCP. You will be given the option to attend a face-to-face meeting or to do a virtual meeting, using Microsoft Teams or via a conference call. Other relevant professionals will be invited to the review meeting, or will provide a report.

We also send letters home and use a school text messaging service.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your child's needs? How do staff support young people with SEN and adapt teaching to best support them?

The school's aim is to provide a curriculum that is relevant, broadly balanced and helps our pupils to become functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive and innovative learning opportunities and a desire to learn.

Your child will initially have their needs identified through their EHCP or pupil passport at WAIP. Staff constantly review this and using our expertise and experience will identify when and where additional support may be needed.

The staffing ratio varies between different groups. Pupils may be taught 1:1, in small groups or whole class depending upon the activity. Each class has a full-time equivalent teacher and a number of learning support assistants, dependent on the needs of the pupils.

School staff are supported by an educational psychologist, speech and language therapists, physiotherapists, occupational therapists, sports coaches, the school/inclusion nursing team and specialist teachers/advisors where and when appropriate.

Pupils at West SILC have a range of learning difficulties and learning needs. Staff provide for these in a variety of ways which are outlined below. However, in all cases, pupils have access to a high level of specialist teaching and support, enjoy access to specialist learning resources to maximise their opportunities and outcomes and highly individualised learning programmes that ensure all of their needs are met.

What is our approach to differentiation?

West SILC offer a variety of teaching and learning approaches to ensure excellent teaching and learning for all pupils. These approaches are briefly outlined below:

Teaching and learning for pupils with Complex and Multiple Learning Needs (CMLN) (informal curriculum)

This cohort of pupils: -

- Are typically significantly delayed in reaching developmental milestones
- Typically operate at an early developmental level
- may experience significant motor impairments
- may experience significant sensory or perceptual impairments
- may have complex health care needs/dependence on technology for health management.

These pupils work to a highly individualised curriculum based on the four areas of need (Communication and Interaction, Cognition and Learning, Social and Emotional and Physical

and Sensory). Each pupil's learning follows a highly individualised plan in each of these areas written through the EHCP process and contributed to by a multi-disciplinary team which in addition to teaching staff, may include physiotherapists, Occupational Therapists, Speech and Language Therapists, educational psychologists, school/inclusion nurses and teachers from the Visual and Hearing-Impaired Services. Each small step is carefully written to be personalised to each learner, intrinsically motivating and to have a meaningful and significant impact on their future life. In addition to these small steps the curriculum is built around Engagement and what motivates each individual pupil to learn best. The curriculum also utilises other teaching and learning and assessment tools such as the MOVE framework, The Engagement Model, Intensive Interaction and Augmented and Alternative Communication.

Social inclusion is supported through the Circle of Friends with Farnley Academy pupils. Progress and achievements are assessed through each pupil's progress towards their highly individualised small step targets. Evidence of progress captured using the Evidence for Learning app. This cohort of pupils is mainly taught on the Farnley Academy Partnership site.

Teaching and learning for pupils with Complex Communication Needs and Autism (CCA) (informal curriculum)

This cohort of pupils: -

- are mostly pre-verbal
- have great difficulty communicating
- can be physically reliant on others
- have significant difficulty with understanding abstract concepts
- have a limited understanding of cause and effect
- Are typically significantly delayed in reaching developmental milestones
- Typically operate at an early developmental level
- have more than one disability
- may have additional sensory or physical disabilities, complex health needs and mental health issues.

These pupils have their development and learning needs met through highly individualised plans that support them to be as independent as possible within their personal circumstances. Personalised plans are drawn up in line with the approach to the informal curriculum that is outlined above. The core of the CCA approach focuses on the fundamentals of communication and the teaching of skills for social communication.

Intensive interaction is a key concept that is used on a daily basis. Bids for communication through intensive interaction are planned. All learning spaces are designed to be emotionally and physically enabling. Learning through play and using 'hands-on' real life experiences give students opportunities to effectively interact with peers and adults.

All teaching and learning activities take into account that learning can be stressful, both physically and emotionally for this group of pupils and therefore cannot be hurried. Staff work closely with the Occupational Therapist to support pupil's regulation and in turn readiness to learn. Pupil's timetables include access to hydrotherapy, rebound therapy and sensory integration sessions to ensure a holistic approach is offered. Pupils' attainments are measured using Learning Journeys and SCERTS. Evidence of progress is captured on our Evidence for Learning app, this will predominantly be in videos, photographs and observations. These pupils are taught on our main site.

Teaching and learning for pupils with Severe Learning Difficulties (Semi-Formal Connect Curriculum)

This cohort of pupils: -

- need work broken down into much smaller steps than their neurotypical peers
- are typically working below year 1 expectations

- may have limited communication
- may have a diagnosis of Autism
- need support to develop independence, life skills, self-care skills, social skills, and emotional regulation.

The pupils follow a topic and subject based approach with the following themes: -

Communication, language and literacy

English, including Read Write Inc to support learning to read

Mathematics and numeracy skills

Science

PHSE, RSE, SMSC – our Learning to Love Curriculum

Physical Education

ICT

Foundation subjects taught through termly topic themes.

RE – through special themed days

Life skills such as cooking, visits in the community and educational visits.

Pupils in the semi-formal connect department make progress in lessons through different learning styles. Pupils in connect may have different sensory profiles which affects the way they learn and engage. Teachers take into account the barriers some of our pupils' face in terms of communication and physical & sensory disabilities. Many students use alternative methods of communication which is embedded in all areas of the curriculum taught through symbols, Makaton and AAC devices. Pupils in the connect department are based in two primary classes a KS3 class and a KS4 class based on main site.

Teaching and learning for pupils with Moderate Learning Difficulties (Semi-Formal Climb Curriculum)

This cohort of pupils: -

- need work broken down into smaller steps than their neurotypical peers
- are typically working between year 1 and year 4 expectations
- may have limited communication
- may have a diagnosis of Autism
- need support to develop independence, life skills, self-care skills and social, and emotional regulation.

The pupils follow a topic and subject based approach with the following themes: -

Communication, language and literacy

English, including Read Write Inc to support learning to read

Mathematics and numeracy skills

Science

PHSE, RSE, SMSC – our Learning to Love Curriculum

Physical Education

ICT

Foundation subjects taught through half-termly topic themes.

RE – through special themed days

Life skills such as cooking, visits in the community and educational visits.

Pupils accessing the Semi-formal Climb curriculum are taught in Primary at the Hollybush partnership and KS3 and 4 at West SILC main site. Pupils accessing Climb benefit from accessing the National Curriculum in a more formal manner whilst still having their individual needs and life skills met. Pupils within this department are starting on a journey towards

accreditation at the end of Key Stage 4. The majority of students within the Climb department are working with the National Curriculum expectations.

Assessment focuses on progress towards EHCP outcomes and Maths, English and aspects of life skills. Pupils' attainments are measured using Learning Journeys. Evidence of progress is captured on our Evidence for Learning app.

Social, Emotional, Mental Health (SEMH in the Semi-Formal Climb Curriculum)

This cohort of pupils: -

- are in Key Stage 3
- have a learning difficulty which is compounded by social, emotional and mental health issues
- often struggle to overcome trust issues which makes forming positive relationships with peers and adults difficult
- can be negative about school and what it can offer them
- have often been in a variety of 'behaviour' provision and/or have had long periods of time out of formal education
- can be withdrawn or isolate themselves
- can lack concentration skills
- often display emotional dysregulation

Pupils in our SEMH KS3 class are taught in small groups, with a high ratio of staffing. They work restoratively at all times using circles to build relationships and to problem solve any conflict. As part of this restorative work, pupils access community resources such as The Big Swing.

We also have a KS4/Post 16 SEMH class based in our bungalow provision.

Teaching and learning for pupils with Moderate Learning Difficulties at the Coop Academy Priesthorpe Secondary Inclusion Partnership (Formal Curriculum).

This cohort of KS3 and KS4 pupils typically:

- have a learning range from NC end of Key Stage 1 expectations to GCSE
- have learning needs which are most appropriately met in a fully inclusive setting
- have a degree of resilience and independence
- have appropriate social and emotional skills that allow them to interact positively in a mainstream setting

These pupils access a full range of National Curriculum subjects with their mainstream peers. They are fully included in coaching groups, the house system and learning opportunities offered to their mainstream peers. They benefit from high levels of support from SILC staff whose skills ensure well-judged and imaginative teaching strategies, high quality, appropriate resources are produced and used and support and interventions are focused and appropriate.

Pupils are central to their own assessment. They are aware of their current levels, know their current targets and how to achieve these targets. Marking and feedback is timely and appropriate, supporting pupils to achieve. Academic progress is measured through 6 data collections per year at Priesthorpe, and 3 collections at the SILC. Key stage 4 pupils are assessed as appropriate through external accreditation, which includes GCSEs, ASDAN and Entry Level Certificates. These pupils are taught entirely on the Priesthorpe Site.

Teaching and learning for pupils in Post 16

In general, these pupils have progressed from the semi-formal curriculum at the main site, or from the formal curriculum at our Priesthorpe partnership.

Their learning needs follow the profiles outlined above. Pupils follow Post 16 accredited courses, including:

Functional Skills; Maths, English and Digital Skills at appropriate levels (Entry Level 1 to Level 2)

Personal Progress and Life skills accreditation; Independent Living Skills including diploma, certificate, award.

Employability certificate or award. As well as some bespoke qualifications that support work experience placements.

Pupils also work towards a Duke of Edinburgh award.

The focus of all learning is to maximise independence and prepare pupils for life beyond school. Pupils' academic learning is assessed through West SILCs Milestone or Steps to Success Framework as appropriate. Evidence of progress is recorded using the Evidence for Learning App. Additional assessment takes place through work experience independent living skills. Throughout the year, this takes place in line with the SILC's assessment policy 2 times a year. Post 16 Pupils are taught at The Powerhouse, our Life Skills Suite 'The Hub' at Springfield Commercial Centre in Farsley or within our Employability setting 'The Foundry' at Sunnybank Mills.

Teaching and learning for pupils with Social, Emotional, Mental Health (WAIP)

At the WAIP we share the same Intent and Impact priorities for our curriculum as West SILC. The difference comes through our priority pathways and how we implement the curriculum at Key Stage 3 and 4:

Pathway 1: The priority is to ensure attendance. Initially the WAIP focusses upon building attendance to allow learning to begin.

Pathway 2: The priority is to support SEMH needs (Social, Emotional and Mental Health needs) Once attendance is established the focus for learners is to support the SEMH needs of each learner. Readiness to learn can include ensuring pupils basic needs are met. During this stage learners access the national curriculum at a differentiated rate.

Pathway 3: Formal learning. Learners in the formal classes access the national curriculum. They are offered more support and smaller class sizes than their mainstream counterparts, but are offered the same opportunities in terms of subject teaching and accreditation.

These pathways are monitored and communicated through our Pupil Passport.

All pupils have the opportunity to access the National Curriculum and at Key Stage 4 work towards and/or achieve GCSEs and AQA unit award accreditation. Pupils are assessed through teacher judgements, standardised tests, summative assessment and accreditation using GCSE levels and sub grades.

How are staff in the school supported to work with young people with special educational needs and what training do they receive?

Continual Professional Development (CPD) is at the heart of our work at West SILC. This includes training for Autism, SCERTS, Behaviour, SEMH, communication, Makaton, Intensive

Interaction, MOVE, MATP training in sensory difficulties and regulation, training in hearing, visual and physical impairments and speech and Language interventions. Staff take their professional development very seriously recognising that a high-quality workforce is essential in delivering outstanding learning opportunities for pupils.

Learning support staff have a range of expertise and take part in regular training relevant to their role and the pupils they work with. On our main site we have a 'Reading Champion' who works with individual pupils or small groups providing targeted interventions.

This is not an exclusive list; ongoing professional development is key to ensuring all staff remain updated and skilled.

When staff have needed expert advice and support how have staff secured that and what services have they provided?

Your child will have an EHCP which is a statutory document detailing your child's needs and the provision identified to meet those needs.

Staff work closely with the following professionals to support your child's needs: -

All therapy services including speech and language, educational psychologist, physiotherapy and occupational therapy, CAMHS, social care, school/inclusion nurses, as well as the sensory impairment teams such as DAHIT and VI.

How do we check how well staff are meeting the needs of pupils with SEND?

The Leadership Team and Governors have a robust system of reviewing provision using the OFSTED framework for self-evaluation. This includes inspecting:

Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management.

Staff are involved in Deep Dives and learning walks each half term, these will have a variety of foci, such as an area of the school curriculum, health and safety, communication and personalised learning. These processes include observations, looking at collected work and evidence of progress, discussions with staff and pupils. The leadership and curriculum teams collate this evidence. We will then produce a summary report including areas of strength and areas for development. This will inform planning for whole school next steps and CPD.

Governors are involved in the process and receive regular reports through the half termly governing body meetings and sub-committee meetings.

Additional funding such as Pupil Premium is monitored to ensure the effectiveness of its impact. The school was last inspected by OFSTED in June 2022 and was judged as good in all aspects. You can read the report here [WestSILCOfstedreportJune2022](#)

Staff monitor the quality of teaching through learning walks, lesson observations and engage in an external review arranged by the local authority to ensure pupils receive the best possible education.

How staff ensure that your children are included in activities outside the classroom, including physical activities and school trips.

Practising skills in real life situations is an absolute priority for pupils at West SILC. Consequently, the vast majority of pupils will have the opportunity to take part in regular community-based learning activities. Staff use a differentiated range of activities to maximise inclusion across the SILC, these include visiting parks, cafes, shops, local libraries, museums and other places of interest or relevant to the school topic. All visits are risk assessed and have to be approved before going ahead.

Staff also acknowledge that physical and creative activities are an essential part of the development of pupils and offer a range of social and leisure opportunities.

At West SILC every child has the opportunity to access a wide range of school activities.

How staff provide for your child's overall well-being

The SILC works restoratively, which means relationships and community are central to everything that staff do. Where appropriate, staff support the social and emotional development of pupils through circle time, where relationships are formed, teamwork is encouraged and any conflict is resolved.

The restorative approach is reflected on all sites and in all groups. Staff focus on putting things right and considering how others feel. Staff work in pastoral groups, where pupils are supported by a teacher and a number of learning support assistants and the well-being of the pupil, educationally, pastorally, medically, emotionally and socially is central to this approach. Pupils on the Priesthorpe site are members of a coaching group. They are supported by an adult and work with peers from mainstream and from the SILC.

Pupils have a well-being mentor whose role ensure their pastoral; social and emotional needs are met. She provides targeted support and is available for pupils to 'drop in' on at any time.

Staff demonstrate their commitment to pupil well-being through the school's acquisition of the Healthy School's award. The opinion of your child is valued and taken into consideration through School Council Meetings.

The school has a comprehensive safeguarding policy and protocols in place. All staff access annual updated training in working with children and vulnerable young people using the 'Guidance for Safer Working Practice for People Who Work with all Children and Adults at Risk'. All new staff receive safeguarding training as part of their induction.

Pupils' health and well-being is paramount. Personal care is conducted discreetly and with dignity and independence is encouraged whenever possible. Pupils who require regular personal care with have an intimate care plan.

Staff work with a range of medical practitioners in school. Nursing staff are based at the Farnley Partnership site and are available to support throughout the day. Staff work closely with the in-house medical team. Health Care Plans are written and staff are trained to administer medication. Staff also work closely with disabilities teams to ensure the holistic needs of your child are met. The school regularly holds clinics for medicals on the Main Site and our Farnley Partnership site. Staff regularly support medical teams to provide inoculations, hearing and site tests, dental check-ups etc. within the SILC.

Staff are trained in emotional literacy, restorative practice, sensory integration, intensive interaction, play and many other aspects of child development. West SILC is a Mind Mate Friendly School. This demonstrates our commitment to Social, Emotional & Mental Health

(SEMH) provision in our school. Our Curriculum focuses on the importance on well-being and mental health.

We have a strong pastoral team who provide support for our young people and their families, they will help set up and actively support Early Help Plans when needed. Where necessary pupils are given a key worker/person. Additional support is available from a team of behaviour support workers. Referrals to the Cluster and Mind Mate are made when appropriate.

All staff are kept well informed of safeguarding procedures. All staff are given copies of policies. Weekly team meetings are held; a safeguarding message is included in the briefing notes. Emails are sent with relevant information one-minute guides are distributed.

Assemblies are held every week with additional assemblies and services at special occasions.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

The school is fully accessible with dedicated disabled parking bays and toileting facilities. We have specialist changing facilities for children and young people who require adult support. Permanent overhead hoists are available at the Farnley Partnership in classrooms; changing areas and specialist rooms, such as hydrotherapy and rebound. Other sites have access to mobile hoisting when required.

Staff have adapted play equipment on both the main site and at the Farnley Partnership site. There is a hydro pool and a rebound room on the main site and at the Farnley Partnership site. We have a sensory integration room on our main site, staff are trained to use this and programmes for pupils are produced by the occupational therapist.

Staff have access to specialist vehicles, such as minibuses and adapted people carriers, which can transport pupils in wheelchairs by staff who have been specially trained, to ensure all pupils can benefit from offsite learning.

The majority of our pupils travel to school with Local Authority / Social Services transport. Some pupils are dropped off and collected by their family, we also have pupils who travel independently.

What are our admission arrangements for young people who are disabled and how do staff prepare and support your children when joining the school and moving on from the school?

All pupils have an Education Health Care Plan or will be under assessment to have one written. All transitions are well planned as pupils move from class to class and phase to phase. When pupils join the SILC, staff ensure a transition takes place to assist placing pupils in the correct teaching and learning group and on the appropriate site. When placing pupils, staff will consider information from all previous settings, schools, information from other professionals, medical information and your views.

Pupils are increasingly supported in planning for their transition from school to adult life. The Specialist Transition Adviser and the Transition Team work with pupils in school to get to know them and to advise both pupils and parents/carers about what is available when your child leaves school.

When the time comes for your child to move on staff will liaise with the receiving school or college and follow a bespoke transition plan.

At WAIP pupils are referred by their host school, staff ensure a transition takes place to assist placing pupils in the correct teaching and learning group and ensuring they are accessing the correct curriculum.

Who can you contact for further information?

If you require further information, you should contact the main school office and speak to any of the following: -

Senior Leadership Team

Michelle Wilman: Executive Principal

John Mace: Vice Principal and Designated Safeguarding Lead (DSL)

Rachel McCusker: Vice Principal

Jo Purdie Cole: Assistant Head SENCo

Paula Rhodes: Assistant Head Quality of Education

Leader at WAIP: Ali Moorhouse

Middle Leaders (TLRs)

Vicky Palmer: Leader of Semi-Formal Climb/Assessment Lead/Lead teacher at Hollybush Primary Partnership.

Claire Lock: Leader of Semi-Formal Connect

Rob Lakewood: Leader of 16-19 Provision.

Katherine Simpson: Leader of Complex and Multiple Learning Needs (CMLN) at our Farnley Partnership

Michelle Bowes: Leader of Complex Communication and Autism (CCA)

Roisin Gerrard: Leader of the Co-op Academy Priesthorpe Partnership

Helen Grayson: Director of English and AIP Curriculum

Brian Elsegood: Director of Maths

Hannah Atkinson: Leader of Communication

Pastoral Team

Matthew Barber: Wellbeing and Attendance Lead

Christine Raby/Amy Shaw: Family support workers.

Gwen Bell: Well-Being Mentor

What are our arrangements for handling complaints from parents of children with SEND about our provision?

In the first instance staff encourage you to contact your child's class teacher. If you still have concerns then please contact a member of the Leadership Team.

Further details can be found on our website <https://www.westsilc.co.uk/>