



Westfield 2025-26

We have a
number of
pressures

Funding levels have not changed in over
10 years

There is a national and local shortage of
special school places and we can easily be
overwhelmed by tribunal placements.

Financial viability starts at 120+ places

So...

We are expanding in a carefully controlled way.

It will take about 3 years.

Not all of it will happen on this site.

We are minimising changes to children and families

From
September
2025

We expand to 85 and then 96 in September 2026

We will formalise our current grouping method into pathways.

In real terms, this means switching over this year's Pear 3 and Cherry 1.

The curriculum continues with a few tweaks.

The integrated therapy model continues with additional staff roles dedicated to it.

The Pathways...

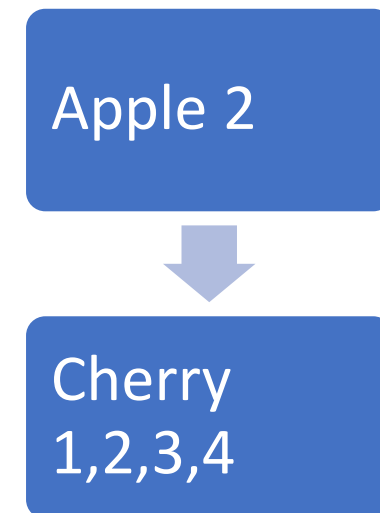
Engagers Pathways

For children who are still developing verbal communication and joint attention and need highly individualised provision to ensure they engage in learning.



Explorers Pathways

For children who can engage in learning in a more formal classroom style and can think about the same thing as the adult for more than a few minutes.



Staffing

Each class will have a class teacher.

Each class will have an HLTA who will act as a therapy assistant replacing the current SSW role.

Each class will also have LSAs to support the learning and care.

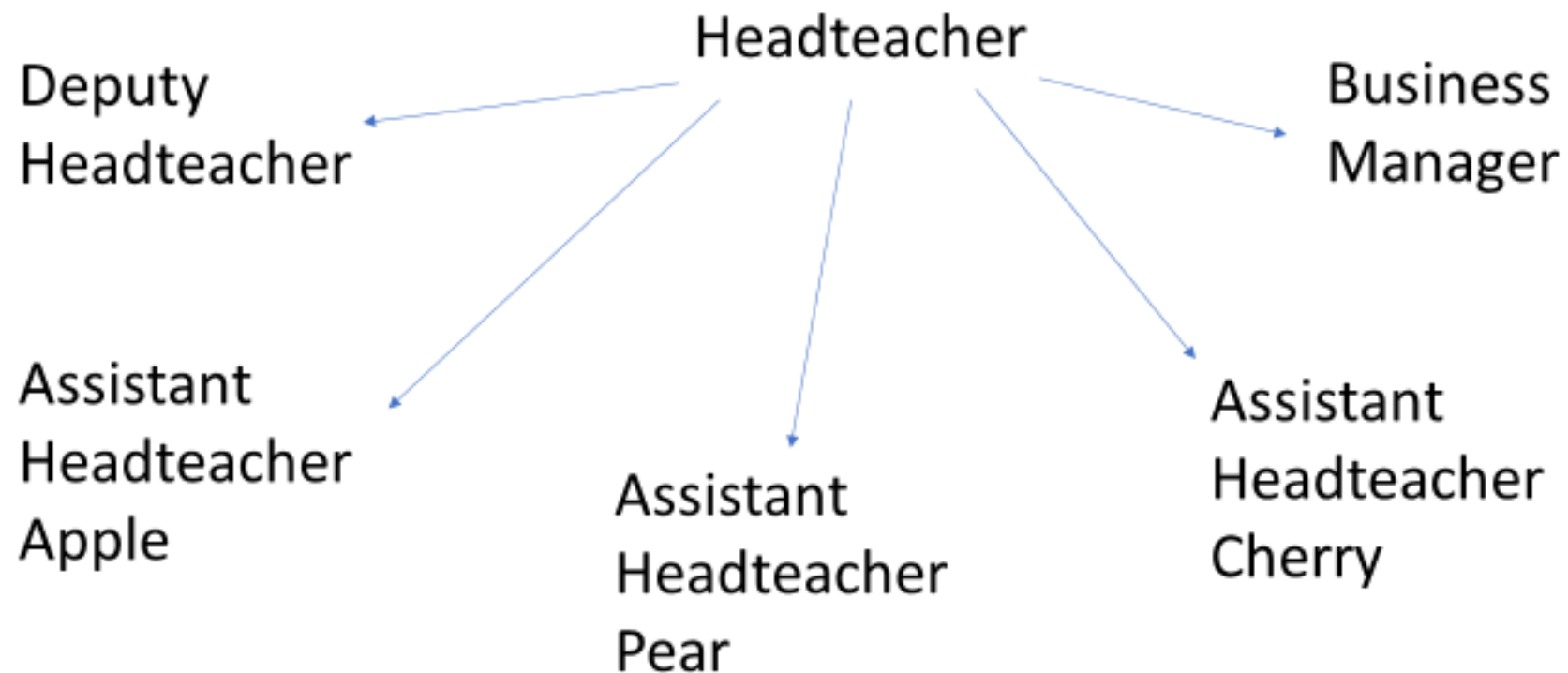
The staff ratio is determined by the needs of the children in the class.

There will still be an Assistant Head responsible for each base.

There will also be a deputy head recruited.

Changes in staffing as we recruit will be shown on the staff list on the website.

Proposed Changes to Senior Leadership



Engagers Pathway (A1, P1,2,3,4)

Apple 1

- Class teacher
- 1 HLTA
- 4 LSAs

Pear 1,2,3

- Class Teacher
- 1 HLTA
- 3 LSAs

Pear 4 (1:1)

- Class teacher
- 1 HLTA
- 2 LSAs

Explorers Pathway (A2, C1,2,3,4)

Apple 2

- Class Teacher
- 1 HLTA
- 2 LSAs

Cherry 1,2,3,4

- Class teacher
- 1 HLTA
- 2 LSAs

Stays the
same

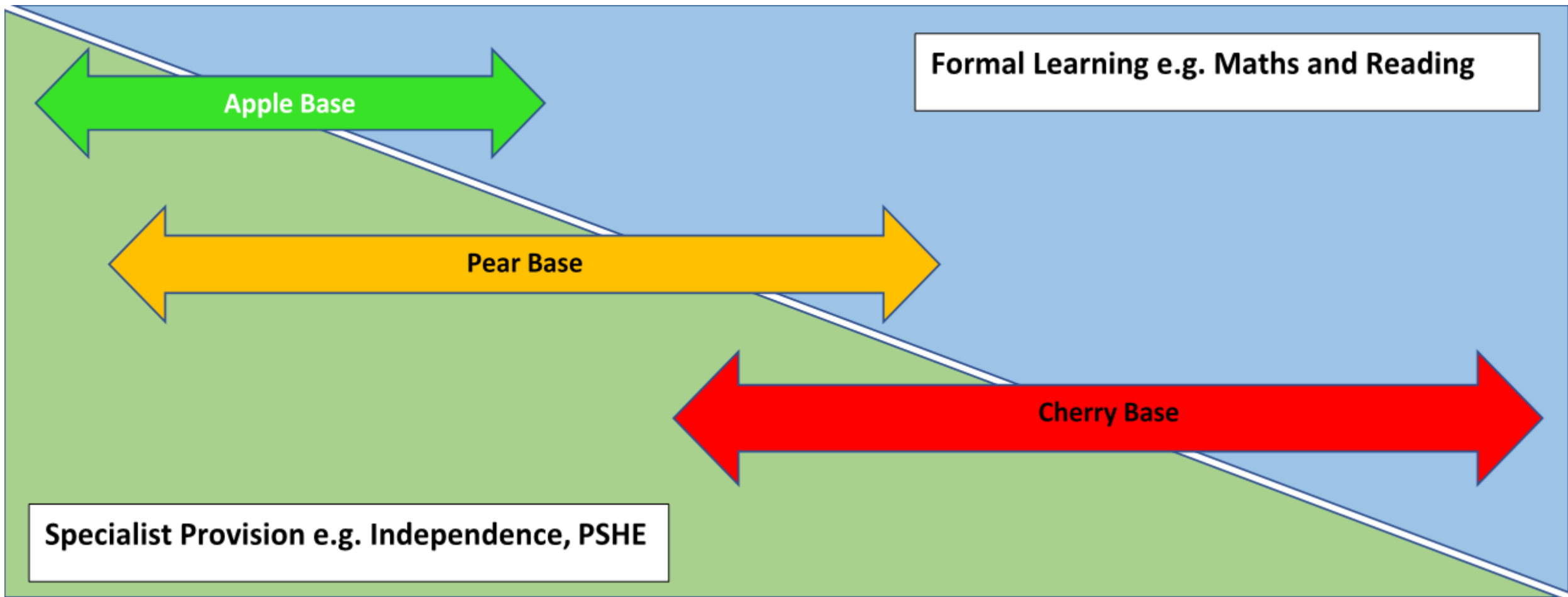
The needs of our children and families

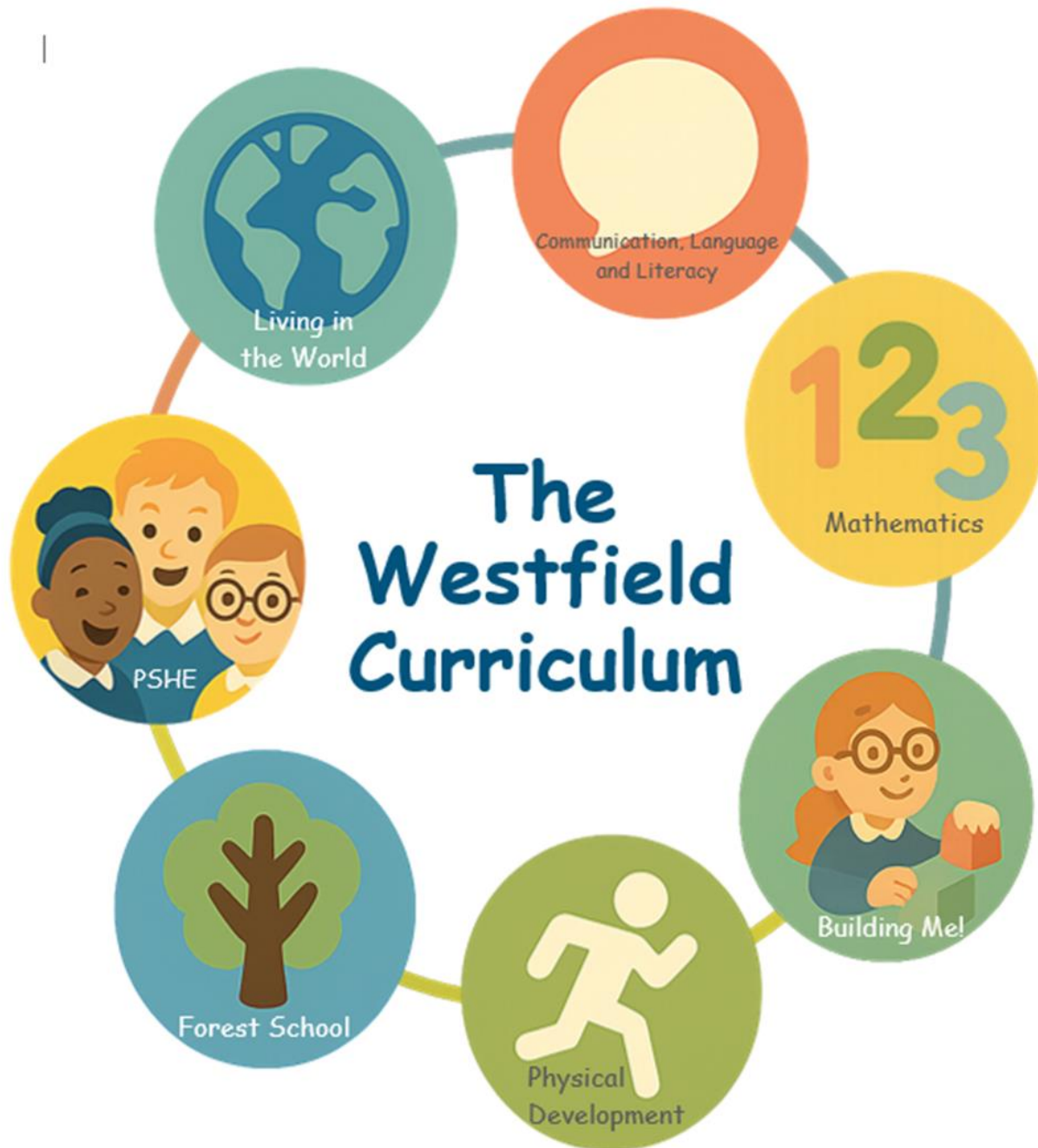
Grouping children by need and provision

Class numbers are NOT hierarchical – Cherry 2 does not lead to Cherry 3 etc

Assistant Heads still closely oversee and are your point of contact

Therapists work alongside staff (especially HLTAs) to ensure continuous integrated delivery of provision.





Overview

Seven elements

Each area has a clear purpose and supports development academically, socially and emotionally and physically

Changes to groupings -Introduction of Building Me! - To include Specialist learning curriculum, enquiry skills, Independence curriculum

Living in the world

Curriculum Aims

Vision: To provide quality learning experiences for each pupil, to ensure they develop socially, emotionally and academically and are able to participate in future education, leisure, family life and their community

Successful and resilient learners

Confident communicators

Community participants

Socially connected individuals

Curriculum to meet our aims

A broad and balanced needs relevant curriculum

Planned from a deep understanding of pupil needs

Integrated therapies approach

Bespoke CLL curriculum co- written with SALTS to ensure S&L needs addressed

Mastery approach – enables pupils to develop a deeper understanding and retention of new concepts and skills

Committed to supporting pupils' well-being, regulation and mental health

Developing independence skills and increasing independence at all levels

Impact

Steps of progress in each element of learning

Progress tracked – assessment system covering all areas

Senior staff monitor progress working with class staff and the therapies team

We celebrate progress and identify areas of development if needed

Share with parents!

NAS

Ofsted

SIP

Governor

The curriculum is carefully designed to equip pupils with essential life skills, world knowledge, and functional independence. Case studies affirm the school's commitment to continuous curriculum development. (NAS 2025)

Staff are expert teachers of pupils with special educational needs and/or disabilities. They provide precise and individualised support for pupils in lessons. As a result, lesson activities are engaging, bespoke and meet the needs of pupils well. Assessment is effectively used by staff to spot when pupils have gaps in knowledge (Ofsted 2024)

Staff and Leaders should be credited for the quality and depth of the Curriculum at Westfield, in its ethos development, implementation and its potential. (M.Parker 2025)

'It feels rewarding to the children and the adults as well, in helping pupils make real world progress.' Curriculum Governor –2025

Swimming

- Capacity is limited by the amount of time we have in the week and what the pool can give us.
- We want our children to go for longer than half a term so that progress is longer lasting.
- We will take Year 6s in the Autumn term.
- We will take Group A of Year 5s in the Spring Term.
- We will take Group B of Year 5s in the Summer Term.

Tapestry tool

Starting in September all children will be on Tapestry.

We have used feedback from parents and staff to make this decision.

We will be using Tapestry for these purposes:

- Messaging the teacher
- Whole class/ Whole base/ Whole school memos
- Evidence for progress against Westfield's curriculum, shared with parents

This Learning Journal will follow your child throughout their time at Westfield

I have been working with parents and we have used the feedback to make a decision about our communication tool. We have wanted to go to one system (not Tapestry for Apple, and SeeSaw for Pear/Cherry). We have made the decision to use Tapestry going forward as it has features that SeeSaw does not. SeeSaw was solely intended for communication back and forth with parents, it was not for monitoring/ evidencing progress or learning.

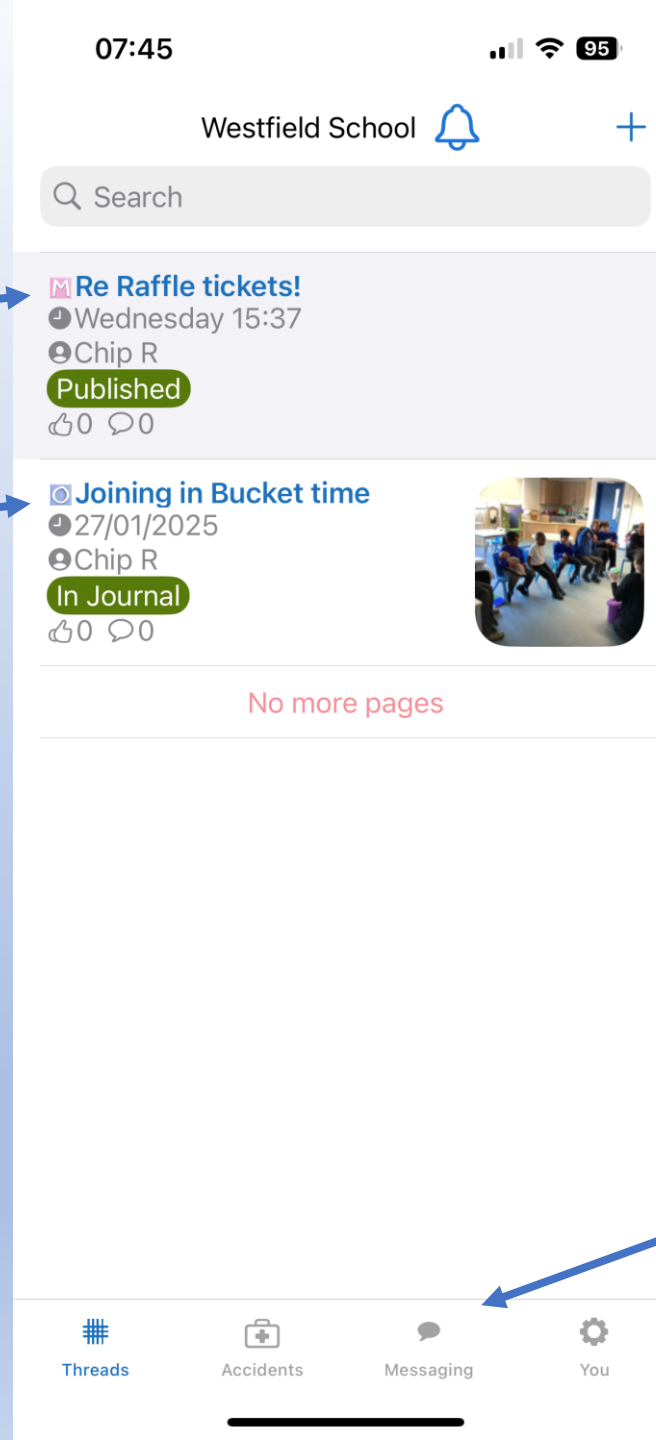
Tapestry has made changes. It now allows us to link observations to Westfield's bespoke curriculum. This was not available to us in the past, and this is why we have made the change for the whole school.

The Tapestry App:

M: Memo

O: Observation

We are on the “Threads” page



The tapestry app has certain elements:
Observations, Memos, Messaging.
This is what we will be using.

Messaging the teacher directly

Memo

07:45

Back

Re Raffle tickets!

Memo

Michelle Dodge

Wednesday 15:37 (updated Wednesday 15:38)

Over the next couple of days you should all get an envelope come home with 10 blank cards in. These are the raffle tickets for the summer party.
If you would like to buy any they are £1 each. All you have to do is write your name and your child's name on how many you would like. Then send them all back inside the sealed envelope. For payment you can either send the cash in the envelope or send a bank transfer. Please let me know if you are doing a bank transfer.

You can also send the entry fee in the envelope if you would like to pay cash. Just write on the envelope how many tickets you would like with the child's name.

Becky

0 • Like

1 Child

Threads

Accidents

Messaging

You

Observation

07:45

Back

Joining in Bucket time

Observation

Michelle Dodge

27/01/2025 (updated Wednesday 14:46)



Chip did a great job noticing the adult in Bucket Time today, we have seen great progress with his attention in Bucket Time this week!

The Specialist Curriculum

Specialist Curriculum

Attentional Control

Cue

✓ L2: I notice an activity/ a routine happening and join in Eg. ... by using processing time and joining in ... by staying in the space the activity is happening etc.

Developing understanding

0 • Like

1 Child

Chip R

Cohort: 2023 Age: 6 years, 0 months

Add a comment

Threads

Accidents

Messaging

You

← The Observation is linked to Westfield's curriculum

Messaging

14:57

Info

Refresh

Messaging

Notifications

Go Back

 Stacey Doonan

Messages in the conversation can be read by setting managers.

Sent: a moment ago

Hi Miss,
Chip forgot his coat at school today. Please have a look for me. Thank you.

Type your message here

Threads

Accidents

Messaging

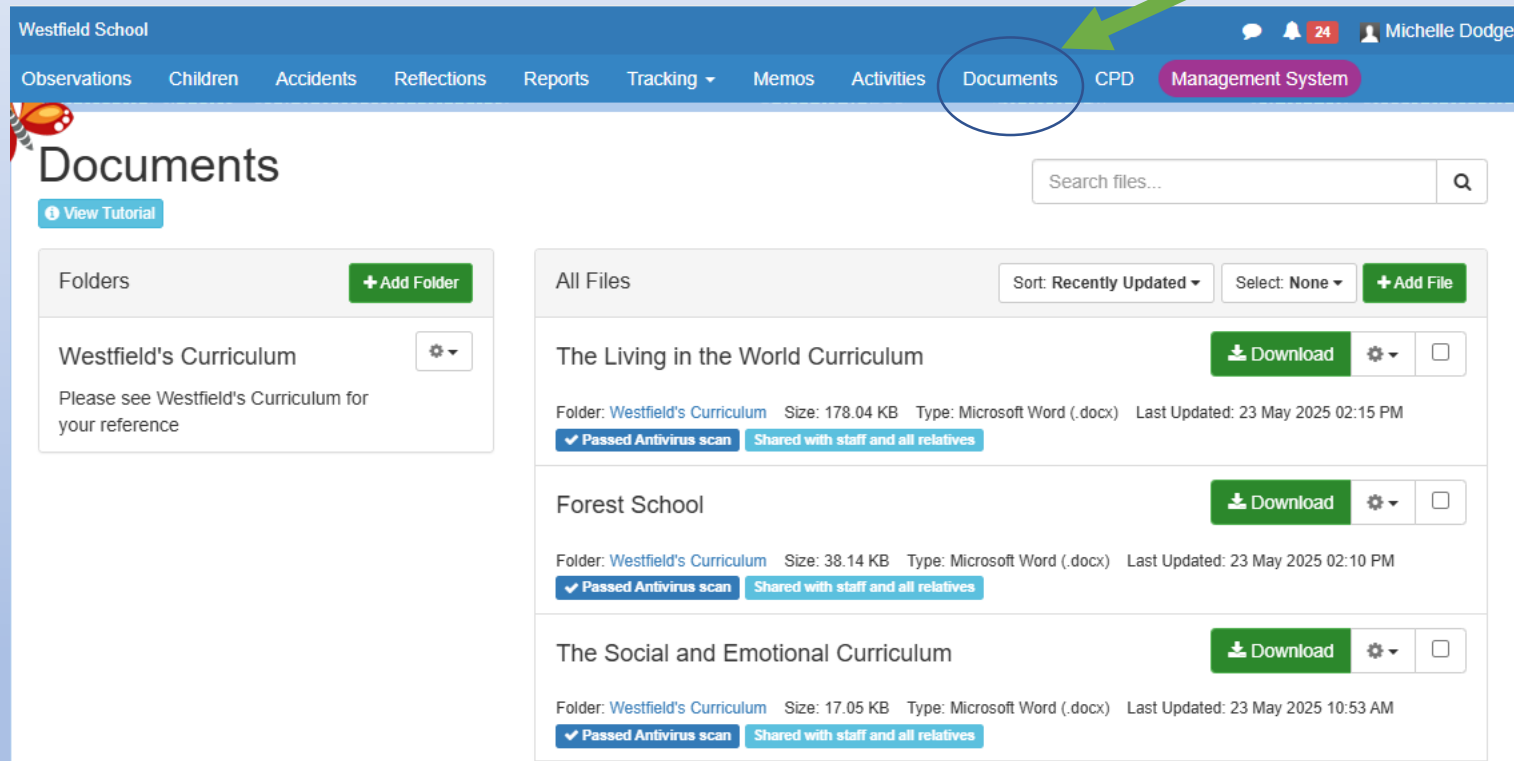
You

Tapestry observations:

- For observations, we will let you know in September what to expect. Eg. How often we will post, what type of observations you will see.
- Our long term aims will be different than what we will start with in September. Please remember it will be new software for most of the staff! It will have some teething problems, and will take a while for staff to be comfortable with it. Please be patient with us.

Tapestry website:

The Observation is linked to Westfield's curriculum. The entire curriculum will be available through "Documents" (only on the website, not the app), for your reference.



Tapestry website: The Tapestry website will also include our entire curriculum for your reference. For example, an observation states that your child is working on Level 2 of Attentional Control: Cue. If you wish to know more, to see what targets come before or after, you can refer to the curriculum pages under "Documents".

Arbor Parent Portal



Management of Information system : requirement to use for certain tasks

We chose one that parents could easily access too!

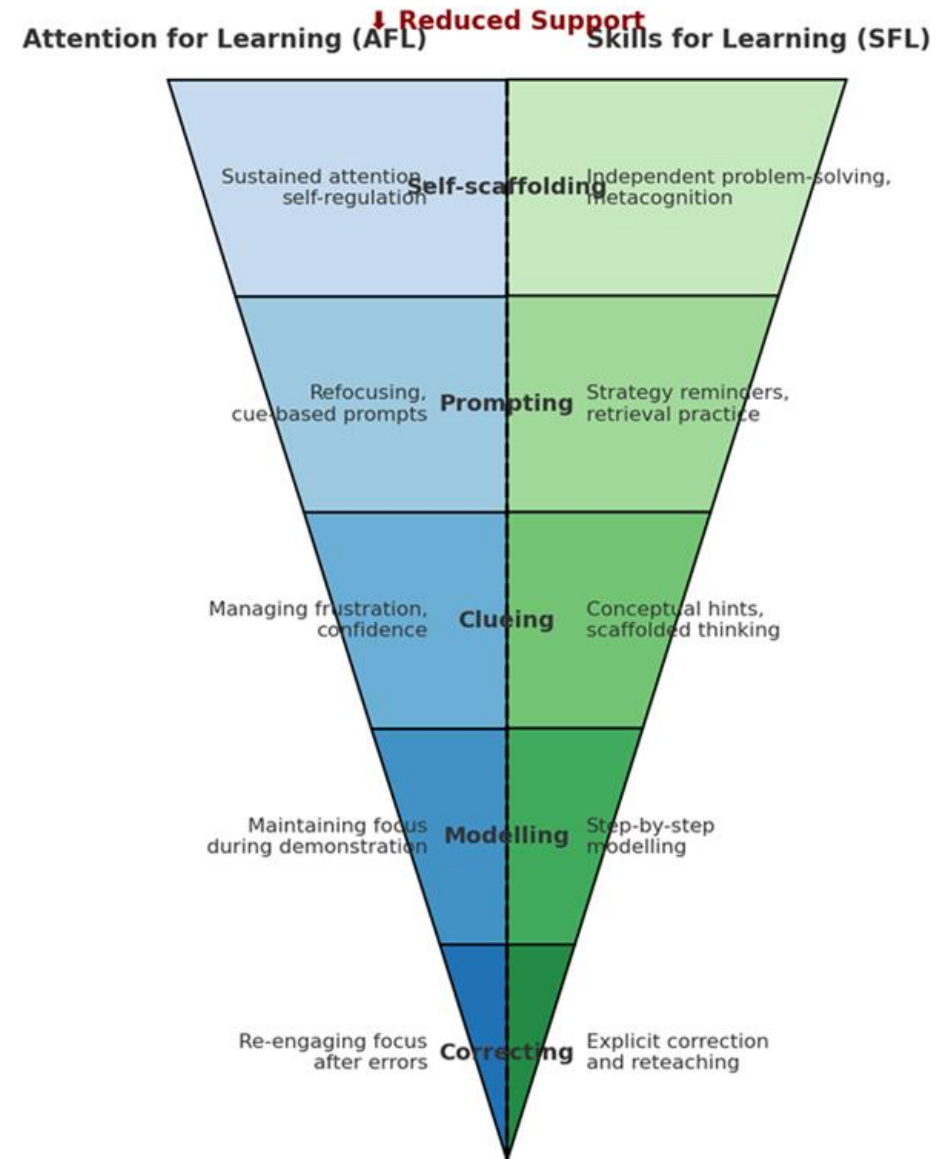
You can already see your child's attendance.

You use it to pay for jumpers, school dinners and trips.

We will gradually use it for more exchange of information, 1 bit at a time.

Scaffolding Triangle:

Scaffolding Triangle: Support Reduces as Learner Gains Independence



Intent:

Strategic Support: Beyond Additionality

We use the Scaffolding Triangle to ensure support is:

- Strategic
- Targeted
- Temporary when appropriate

Regular review ensures we:

- Avoid over-support
- Promote independence
- Reduce type and/or level of support over time as appropriate

Implementation:

Using the Triangle in EHCP Reviews

- What support is working?

- What can we reduce or adapt?

- What new challenges are appropriate?

Transition to Secondary School

- How new staff can continue the right level of scaffolding

- Shared with the secondary team for smooth handover

How You Can Support at Home

- Ask about strategies used in school

- Work in partnership with school during reviews



Impact:

Planned strategic support that builds skills and reduces dependency

Focus on the can rather than can't-
builds confidences

Prepares children for successful
secondary transition