

Welcome to Westfield

Prospective Parents



Westfield is a primary aged (4-11 years old) special school for children with *Communication and Interaction difficulties* and *Moderate Learning difficulties/ Mild Learning Disabilities*.

It is expected that most of our pupils will have a diagnosis of:

Autistic Spectrum disorder or difficulties and additional needs, for example,

- anxiety
- dysregulation
- sensory processing
- ADHD
- Dyspraxia
- language disorders



At Westfield, all teaching and the environment is supportive of all aspects of communication and interaction and informs personalised SEN packages leading to excellent outcomes for all pupils. Provision may include individual intervention and group intervention. Speech, Language and Communication interventions, together with Occupational Therapy interventions are taught discretely and are embedded throughout the curriculum and school day to ensure that our pupils make real progress, so that they can generalise across all areas of their life.

A unique, research-based specialist Learning Curriculum and Social and Emotional curriculum is also embedded throughout the school to address pupil difficulties in attention, inhibition, working memory, recognition of emotions in themselves and others and the social thinking needed to feel confident and successful in relationships and group work. Westfield pupils also attend on-site Forest School sessions aimed at developing their functional communication, social skills and enjoyment in outdoor physical activity.



▶ Apple Tree, Pear Tree, Cherry Tree Bases

- ▶ The delivery of our curriculum is based on the children's profile of needs.
- ▶ We also group children into their class groups based on the therapeutic approach and interventions that need to be embedded into their day.
- ▶ We build from the child's starting point, developing functional skills for learning and personal development.



The Pathways...

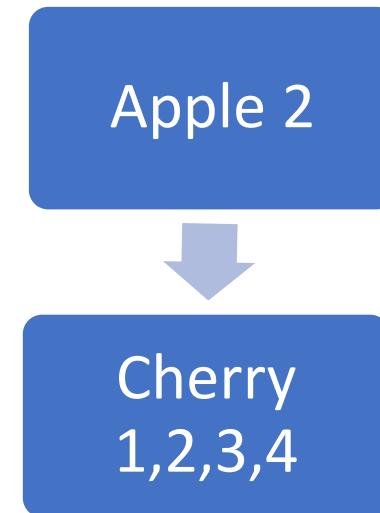
Engagers Pathways

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

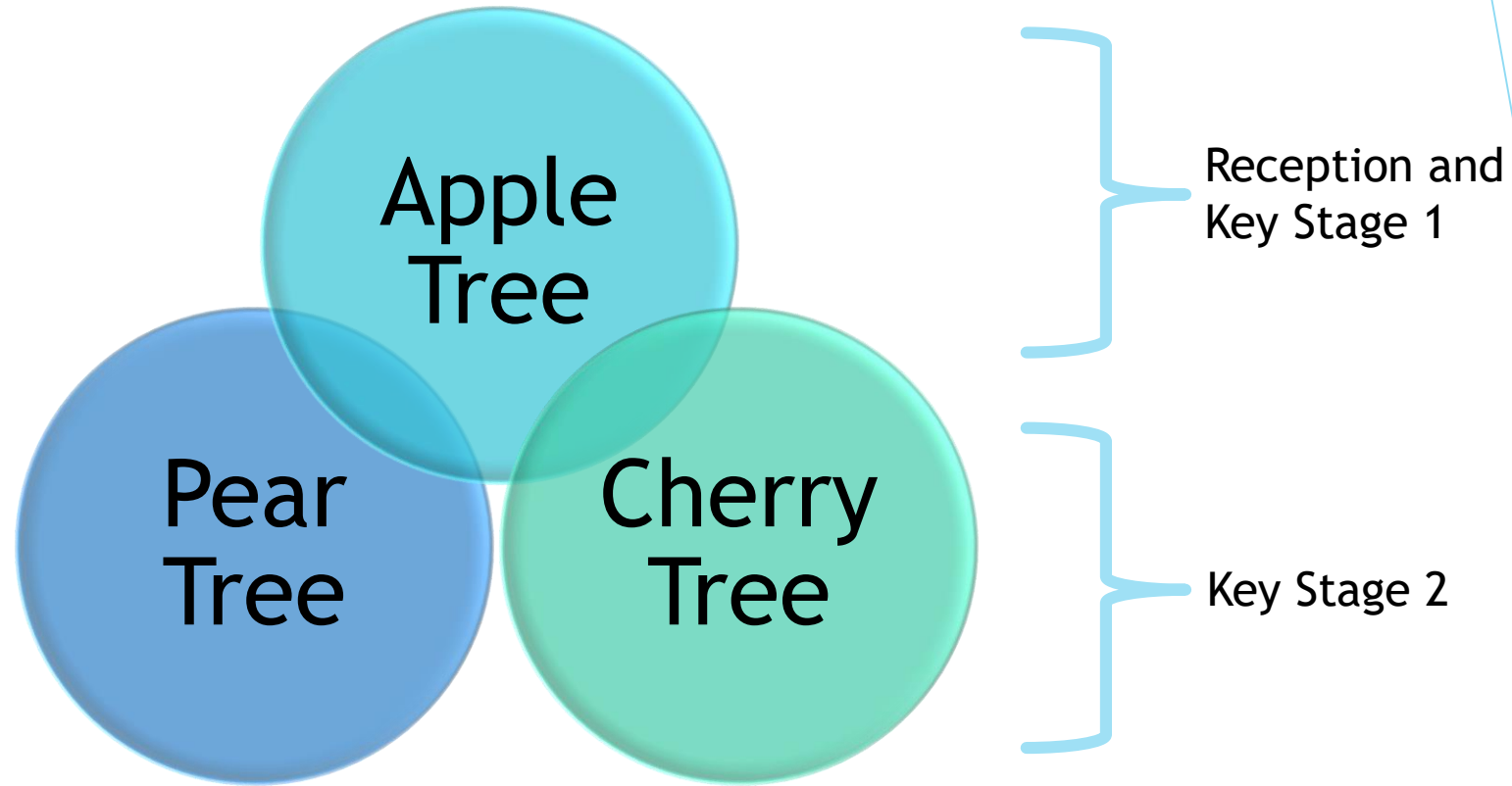


Explorers Pathways

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.

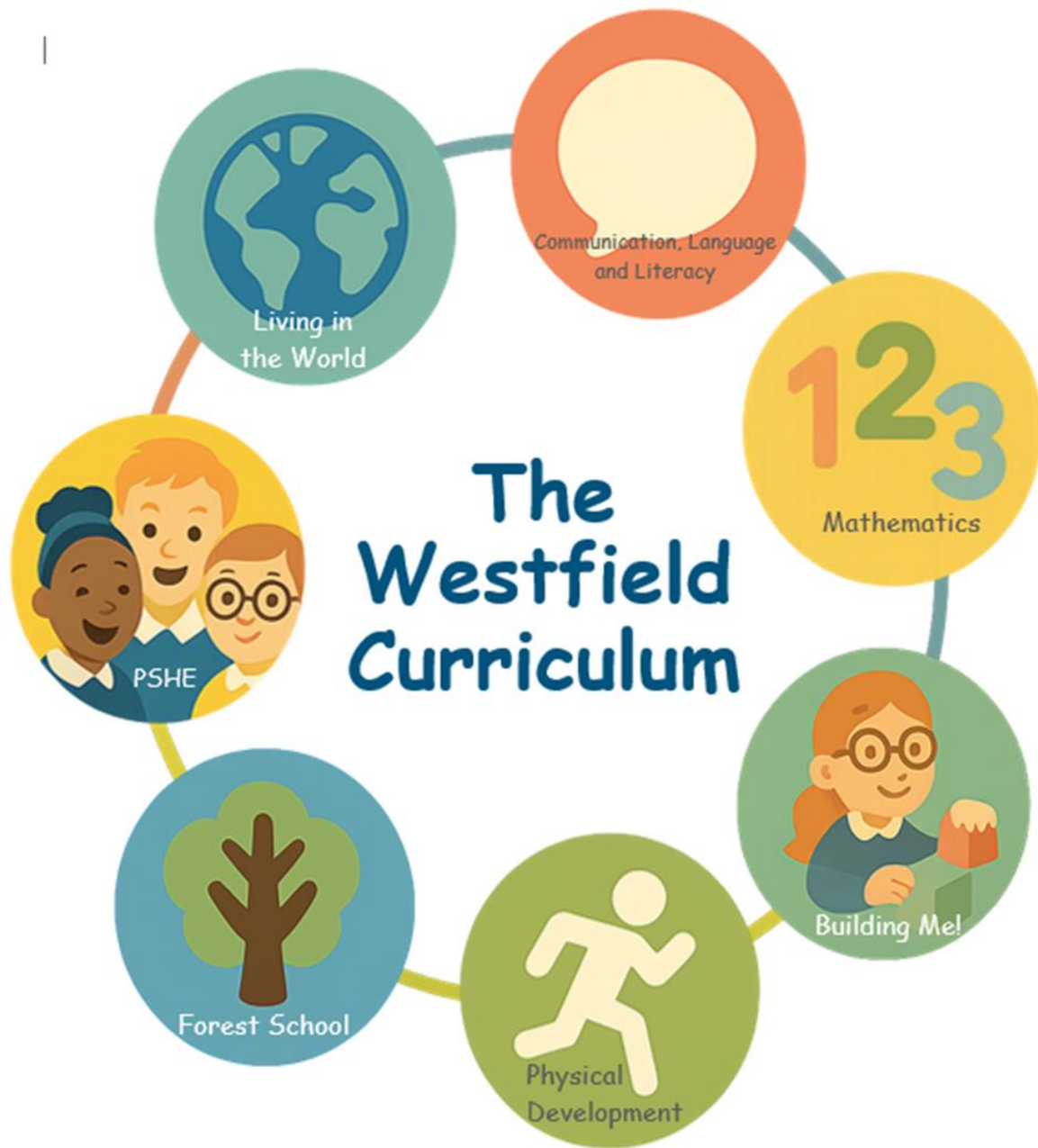


Apple Tree, Pear Tree, Cherry Tree Bases

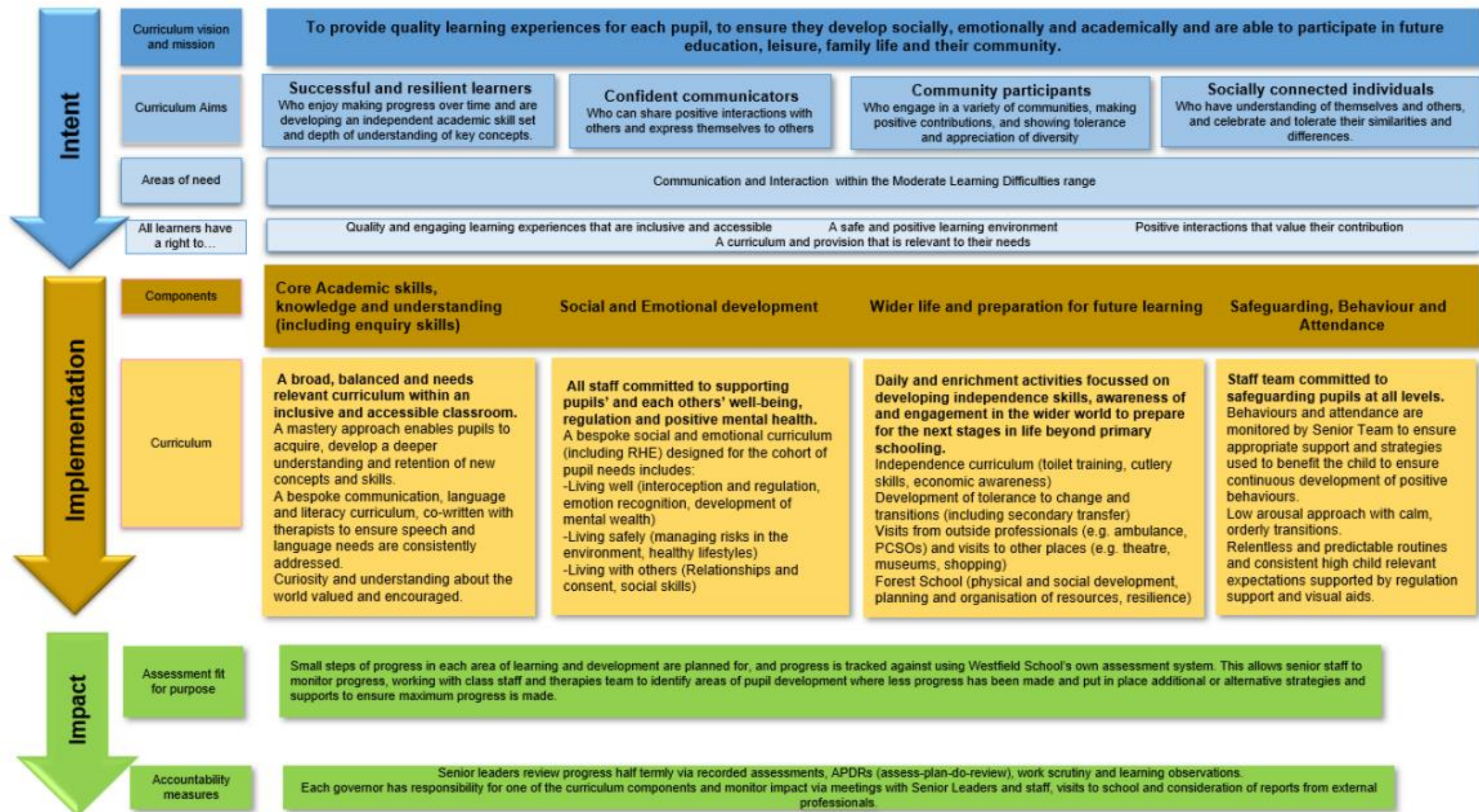


- These are the approximate year groups in each base. It is dependent on how many children we have in each year group
- The classes are mixed year groups within the bases.
- The children are put with peers with similar needs, who need a similar provision in place.
- The numbers for each class are not progressive!
- Ratios in the class depend on the age group and need level





Curriculum Overview



Formal Learning e.g. Maths and Reading

Apple Base

Pear Base

Cherry Base

Specialist Provision e.g. Independence, PSHE

Provisions and Interventions at Westfield School:

- ▶ We run an integrated therapies approach:
- ▶ This means that in every lesson children will take part in a therapeutic learning activity related to their Speech and Language skills, Occupational therapy needs, etc.
- ▶ For example, in a Communication, Language & Literacy, lesson, you will have:
 - ▶ Short whole class input, followed by a carousel of activities: eg. Phonics, writing skills/ fine motor programme written by OT team, activities to build vocabulary or sentence structure (eg. Shape Coding) programme written by SALT team
- ▶ On the playground, you will have:
 - ▶ Play skills modelled and supported by staff eg. Turn taking, communicating with peers.
 - ▶ Opportunity for a movement break, gross motor movements, proprioceptive, vestibular opportunities, etc

Provisions and Interventions at Westfield School:

- ▶ We offer discreet and embedded provision across the school day. Our interventions are put in place by external professionals (i.e. Speech and Language Therapists, and Occupational Therapists) as well as staff with specialisations in the Specialist Curriculum (i.e. Working Memory, Thinking Skills, Attentional Control, Inhibitory Control, and the Social and Emotional Curriculum).
- ▶ At Westfield, we have Speech and Language Therapists and Occupational Therapists on site. Our Therapists are part of our school team, working collaboratively with the classroom staff and senior management. The Therapists work with the children individually or in small groups in the classroom as well as in the playground, hall and Forest School. The majority of our interventions and provision are embedded across the school day, put in place by the class staff who are supervised by the Therapists/Specialists. Research shows that for children to make functional, long-term progress, an intervention should be embedded in the classroom environment and part of the daily life of the children so that skills and progress are generalised by the child. Our Therapists therefore work with our staff to implement strategies that can be used on a continuous basis throughout the school. Our children are grouped in class groups based on need and the provision which is required to make maximum progress, not by year group. The universal provision in each class will therefore be valuable for all the children in that group. Some children may require additional targeted provision to address a specific, short-term target, delivered either by a Therapist or class teachers and assistants, who work under the guidance of the Therapists, to put a specific intervention in place.
- ▶ As our therapies are embedded throughout the day, it is not possible to quantify the specific number of hours our children receive, although the children generally receive more functionally effective support within our special school setting. If your child does have specific hours on their EHCP, please talk to us directly, and we will discuss how these hours will be met at Westfield. However, you must be mindful that interventions at a special school with embedded provision will look very different to how interventions are put in place within a mainstream setting.

A day in Westfield School:

9:00	Arrival: familiar school staff greet the children in the carpark, brought in by parents or taxi. Register/ Choosing activity
9:10	Regulating activity to start the day Eg. Wake and Shake, time on the playground, etc. Programme written by our OTs to address gross motor, proprioceptive, vestibular needs
9:20	Communication, Language & Literacy, lesson: Short whole class input, followed by a carousel of activities: eg. Phonics, writing skills/ fine motor programme written by OT team, activities to build vocabulary or sentence structure (eg. Shape Coding) programme written by SALT team
10:15	Outside playtime: Play skills modelled and supported by staff eg. Turn taking, communicating with peers. Opportunity for movement break, gross motor movements, proprioceptive, vestibular opportunities
10:30	Snack time: Younger children using 'choosing boards' for snack, children encouraged to expand their food choices and explore new foods
10:40	Bucket time/ fine motor activities
10:55	Maths: Maths mastery approach used for children to build maths skills using practical equipment to build understanding of mathematical concepts, not just rote memorisation
12:00	Lunch: Children eat in the dinner hall (half in the hall, half playing outside, then swap). Children practice cutlery skills, requesting skills, and conversational skills on the dinner table. For those with restricted diets and on packed lunch, they practice exploring school dinners and building tolerance for new foods.

A day in Westfield School:

12:30	Outside play: (see above) OT skills and Social communication skills modelled and supported by class staff
1:00	Calming activity: OT calming activity post playtime eg: calm classroom. Ready to return to learning.
1:15	Learning session: Curriculum: Living in the world curriculum, PE, Music, Specialist Curriculum, Social and Emotional Curriculum, Independence Curriculum, Forest school, etc.
2:45	Playtime/ Free time: Children choose an activity to end the day to help with transition
3:15	Home time: Children are escorted to their parents/ taxis by familiar school staff.

Throughout the week:

Speech and Language, and Occupational Therapy, provisions and interventions embedded into the curriculum, and the day, for all children

Admissions to Westfield School:



- Your child will have and Educational Health Care plan.



- A professional in your child's setting (either nursery or school) will be recommending a specialist provision, or you will be requesting a specialist provision.



- At an Annual Review of your child's EHCP, the SENCO, or you, will request change of setting. This will then trigger the consultation process at the Local Authority.



- You will need to visit Specialist Settings (Special schools or ARPs) in order for you to state your preference.



- Consultation: Your child's paperwork will be sent out to specialist settings. Paperwork will include the EHCP, and any additional reports e.g. Speech and Language therapy reports, Occupational Therapy reports, Educational Psychology reports, Annual review paperwork, short-term Assess-Plan-Do-review targets, etc.



- Consultation: Westfield will review all the paperwork and decide if we can meet your child's needs, ie. is your child's development and SEN within our entry criteria to access the curriculum, provision, and peer group at Westfield? We then give our answer to the Local Authority, which will be used during placement panel.



- Placement Panel: Placement Panel is a team of professionals made up of Senior iSEND staff, Special School Headteachers, mainstream SENCOs, ARP staff, EPs, therapists, social workers and EHCCOs. The professionals will review all paperwork for each child.



- Placement Panel: The first question considered is what level of provision is right to meet the child's needs, mainstream, ARP or Special school?



- Placement Panel: If it is agreed that a Specialist Setting is needed (ARP or Special School), the team of professionals then agree on which Specialist Setting would be the most appropriate for your child.