

Westfields Junior School SEND Information Report

Working in partnership

Parents and carers

The Special Educational Needs and Disabilities Information Report was updated in September 2016.

It was initially considered by a group of parents representing pupils with a range of Special Educational Needs and Disabilities, in June 2014. Feedback was given and changes were made to the text. The parent group liked the layout and felt that the text was accessible to parents.

Children

A representative group of children has been consulted on the range of information given.

Governors

This Special Educational Needs and Disabilities Information Report was reviewed by the Governors' Inclusion Committee in October 2016 and after by the Full Governing Body.

It was initially considered by a representative of the Governing Body, who fully approved the content. It was consulted upon with the Inclusion Governors Committee, followed by the Full Governing Body in July 2014.

We would like to thank everyone who has been involved in this Special Educational Needs and Disabilities Information Report.

If you would like to comment on the report, or have any suggestions please contact Mrs A Clarke (SENCo).

<p>What kinds of special educational needs and disabilities are provided for at Westfields Junior School?</p>	<p>Westfields Junior School is a mainstream school. At Westfields, we operate a policy of inclusion, recognizing that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs and disabilities.</p> <p>Special educational needs and/or Disabilities and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs and/or disabilities (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.</p>
<p>How does the school know if children need extra help?</p>	<p>We believe that all children are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> • Achieve their best • Become confident individuals living fulfilling lives; and • Make a successful transition to adulthood. <p>At Westfields Junior School, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.</p> <p>Each pupil’s current skills and levels of attainment are assessed on entry, including liaison with their previous school. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress,</p>

	<p>despite high quality teaching targeted at their areas of weakness, the teacher and SENCo work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEND support that is required.</p> <p>Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.</p> <p>Parents/carers know their children best, and we listen and understand when they express concerns about their child’s development. We also listen to and address any concerns raised by children themselves.</p> <p>Where a pupil is not making adequate progress, teachers, the SENCo and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils.</p>
<p>What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?</p>	<p>If you think that your child may have special educational needs, or need support for a disability or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child’s teacher.</p> <p>You may also contact the SENCo, either by phone or by making an appointment via the school office.</p>
<p>Where can I see the school’s policies relating to special educational needs?</p>	<p>All statutory policies can be viewed on our website: www.westfields-jun.hants.sch.uk</p> <p>Click here to view the Special Educational Needs Policy.</p> <p>Click here to view the Access Plan.</p> <p>Click here to see the Admissions section of our website including the Admissions Policy.</p>
<p>How will both you and I know how my child is doing and how will you help me to support my child’s learning?</p>	<p>We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child’s class teacher or the SENCo to discuss your child’s provision and progress and to get advice on how you can support your child at home.</p>

	<p>Parents and carers will always be informed if we begin to make SEND provision. The involvement of children and parents/carers is very important to us.</p> <p>We provide an annual report for parents/carers on your child’s progress. You are invited to meet your child’s teacher at Parent Consultations. If your child is receiving support for SEND, additional meetings are offered to discuss support and review progress. Where your child has an Individual Education plan (IEP), this will be reviewed termly. You will be given an up-to-date copy and be offered a chance to talk to the SENCo about your child’s provision and progress.</p> <p>Your child may have an Inclusion Partnership Agreement (IPA) or Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.</p>
<p>How will the school staff support my child?</p>	<p>Support is planned and reviewed by the SENCo and the class teacher, in collaboration with parents/carers and the pupil themselves. Additional provision may take the form of additional support from within school, for example Learning Support Assistants (LSAs) or the Emotional Literacy Support Assistants (ELSAs). It may require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEND and effective support. Parents/carers are always involved in this decision.</p>
<p>How will the curriculum be matched to my child’s needs?</p>	<p>Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work.</p>
<p>How is the decision made about the type and how much support my child will receive?</p>	<p>SEND provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.</p>

	<p>We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at Westfields or from external services, such as Educational Psychology, Primary Behaviour Support, Occupational Therapy, Speech and Language Therapy and Child and Adolescent Mental Health Service (CAMHS).</p> <p>High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEND provision.</p> <p>We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:</p> <ul style="list-style-type: none"> • Know where children are in their learning • Identify any barriers to learning • Ensure decisions are informed by the insights of parents/carers and children • Have high ambitions and set stretching targets for them • Track their progress towards these goals • Keep under review their additional or different provision • Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.
<p>What support will there be for my child's overall wellbeing?</p>	<p>We support the emotional and social development of all our pupils, including those with SEND. Our staff have the wellbeing of all children as their highest priority.</p> <p>Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social, Health and Emotional Education (PSHE) and Circle Time.</p> <p>All children are encouraged to share any worries by talking to an adult, or writing in their 'Think Book'. If further social / emotional support is required, this can be arranged through the SENCo and may take the form of support from the Emotional Literacy Support Assistant (ELSA), lunchtime support in our 'Sparks Club', joining our Nurture Group, the 'Apples Group', in our dedicated nurture room.</p> <p>Where appropriate, we work with parents to obtain support from external agencies, including the Parent Support Adviser, Family</p>

	<p>Support Worker or Child and Adolescent Mental Health Service (CAMHS).</p> <p>We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.</p>
<p>How are the school's resources allocated and matched to the children's SEN needs?</p>	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.</p> <p>In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly.</p> <p>Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.</p>
<p>Who will explain this to me?</p>	<p>Your child's teacher and/ or the SENCo will explain any additional support or interventions to you.</p>
<p>How do we know if it has had an impact?</p>	<p>The effectiveness of the support and the impact on your child's progress are reviewed regularly. This information, along with the views of parents/carers and children, forms the basis for the revision of the support.</p> <p>Where the SEND provision does not enable a child to make adequate progress, we work with parents and carers to request an assessment for an Education, Health and Care Plan.</p>
<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised.</p> <p>In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.</p>
<p>What support is there for behaviour, reducing the risk of exclusion and</p>	<p>Behaviour at Westfields is underpinned by 2 key strategies: Our Positive Relationships for Learning Policy and our RESPECT Charter, which apply to all pupils.</p>

<p>increasing attendance?</p>	<p>After any incident, the child is given an opportunity to reflect on their behaviour with an adult. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include an Independent Behaviour Management Plan (IBMP) which identifies issues, targets and support. The IBMP is written with the child and shared with parents/carers.</p> <p>Attendance is closely monitored. Where a child’s attendance is below 95%, without a clear medical reason, parents/carers are invited in to discuss ways to improve the attendance, in partnership with school and children. The aim of this is to avoid the need for referral to the Legal Intervention Team.</p>
<p>How does the school manage the administration of medicines?</p>	<p>Westfields has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to Reception. You will be required to complete a form, authorising school staff to administer the medication.</p> <p>Our staff receive regular training in managing some medical conditions that are relevant to the children on roll.</p> <p>There are named members of staff trained as First Aiders.</p>
<p>How are the governors involved and what are their responsibilities?</p>	<p>The SENCo reports regularly to the governors on all matters relating to SEND at Westfields Junior School, through the Inclusion Committee. This report does not refer to individual children and confidentiality is maintained at all times.</p> <p>One of the governors is responsible for SEND, along with the governors on the Inclusion Committee, and reports back to the full governing body.</p> <p>The governors agree priorities for spending within the SEND budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.</p>
<p>Who is the SENCO at Westfields Junior School? How can the SENCO be contacted?</p>	<p>The person with responsibility for co-ordinating the provision for children with SEND is the SENCo (Special Educational Needs Co-ordinator).</p> <p>The SENCo at Westfields Junior School is Mrs Alison Clarke and she can be contacted on the school phone number: 01252 408218.</p>

	<p>or by email: school.admin@westfields-jun.hants.sch.uk</p> <p>Meetings with Mrs Clarke can also be arranged by phoning the school.</p> <p>If possible, you will be able to speak to Mrs Clarke when you ring. If she is not available, please leave a message and she will try to contact you the same day, if she is in school, or on the day she returns, if not.</p> <p>Please note that Mrs Clarke works part-time and is not at school every day.</p>
<p>What training do staff supporting Special Educational Needs and/ or Disabilities have?</p>	<p>All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers.</p> <p>Our Learning Support Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to: Learning Difficulties, Autistic Spectrum Condition, Attention Deficit and Hyperactivity Difficulties, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism. We have trained ELSAs.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Collaboration between education, health and social care services is important to us.</p> <p>These include, but are not limited to: the School Nurse, Educational Psychology, Speech and Language Therapy, other therapies such as Physiotherapy and Occupational Therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.</p>
<p>How accessible is the school both indoors and outdoors?</p>	<p>We endeavour to enable children with SEND to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.</p> <p>Much of the school is wheelchair accessible, although some of the facilities are not. There is a disabled toilet large enough to accommodate changing. Edges of steps are demarcated to assist the visually impaired.</p>

	<p>We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS), who assists us in supporting our families with English as an additional language.</p>
<p>How are parents involved in the school? How can I get involved?</p>	<p>The involvement of parents and carers in their children’s education is very important to us. We encourage parents/ carers to contribute their views on their child’s SEND at all meetings.</p> <p>We welcome parents/carers who wish to help in school and have an active group of parents and carers who come in regularly to support in academic aspects, such as reading and maths, and the wider curriculum, such as swimming and extra-curricular activities.</p> <p>If you would like more information about how to get involved, please speak to your child’s teacher, or ask at Reception.</p>
<p>How will my child be able to contribute their views?</p>	<p>The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them.</p> <p>Your child’s views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to an LSA or the SENCo.</p>
<p>What steps should I take if I have a concern about the school’s special educational needs provision?</p>	<p>In the first instance, speak to Mrs Clarke, the SENCo.</p> <p>If you are still concerned, you should speak to the Head teacher, Miss Redman.</p> <p>You may also contact the governors through the complaints procedure, by writing to:</p> <p style="text-align: center;">Mrs Donna Hack Clerk to the Governors Westfields Junior School School Lane Yateley Hampshire GU46 6NN</p>
<p>How will the school prepare and support my child to</p>	<p>We always do our best to support pupils in moving from infant school to junior school and from junior school to secondary school, as well as any pupils who join or leave us in between.</p>

<p>join the school, transfer to a new setting or to the next stage of education and life?</p>	<p>Before joining Westfields Junior School, we encourage all new children to visit for a tour.</p> <p>The Year 3 team and SENCo liaise closely with our infant school colleagues to gain all relevant information needed to ensure a smooth transition. Where appropriate, extra sessions can be arranged, prior to starting, including Nurture Group visits. Photo books and social stories are also used where appropriate.</p> <p>Transition to secondary school is supported by close liaison between our Year 6 team and SENCo and their secondary colleagues. Additional transition visits are arranged as needed. Where appropriate, an Inclusion Partnership Agreement can be put in place to support transition.</p>
<p>Where can I get information on what provision is made through the local authority? Where can I see the Hampshire Local Offer? Where can I get support?</p>	<p>More information on what is available to children with SEND and their parents/carers in Hampshire can be found on the Hampshire Local Offer website:</p> <p>http://www.hantslocaloffer.info/en/Main_Page</p> <p>Support for parents and carers is available through Support4SEND: http://www3.hants.gov.uk/support4send</p> <p>Phone: 01962 845870</p>