



## **Westfields Junior School SEND Information Report**

### **What special educational needs and disabilities are provided for at Westfields Junior School?**

Westfields Junior School is a mainstream school for children aged between 7 and 11 years. We operate a policy of inclusion, recognising 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 support needs further than those which we cater for. We work with our families and specialists to facilitate the appropriate placement of children with special educational needs and disabilities beyond those which we can support in a mainstream junior school.

Special educational needs and/or disabilities and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We endeavour to ensure that necessary provision is made for any child 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 and continually strive to improve the accessibility of our school and curriculum.

### **How does the school know if children need extra help?**

We believe that all children are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition to their next stage of education and into adulthood.

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.

Each individual 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 additional support. Where pupils continue to make inadequate progress, despite high quality inclusive teaching targeted at their areas of weakness, the teacher and SENCo work together, with parents, 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.

Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

Parents 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 our children themselves.

Where a pupil is not making adequate progress, teachers, the SENCo and parents collaborate on problem-solving, planning, support and teaching strategies for individual pupils.

### **What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?**

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.

You may also contact the SENCo, either by phone or by making an appointment via the school office.

### **Where can I see the school's policies relating to special educational needs?**

All statutory policies can be viewed on our website:

[www.westfields-jun.hants.sch.uk](http://www.westfields-jun.hants.sch.uk)

[Click here](#) to view the Special Educational Needs Policy.

[Click here](#) to view the Access Plan.

[Click here](#) to see the Admissions section of our website including the Admissions Policy.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

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.

We highly value our partnerships with parents and you will always be informed if we begin to make SEND provision. The involvement of children and parents is very important to us.

We provide an annual report for parents on your child's progress. You are invited to meet your child's teacher at Parents' Evenings in the Autumn and Spring terms. 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.

Your child may have an Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.

### **How will the school staff support my child?**

Support is planned and reviewed by the SENCo and the class teacher, in collaboration with parents and the pupil themselves. Additional provision may take the form of support from within school, for example Learning Support Assistants (LSAs) or the Emotional Literacy Support Assistants (ELSAs) may help your child on a 1:1 or small group basis. Your child's needs may also require the involvement of specialist staff or support services and we may involve specialists at any point to advise on SEND and effective support but parents are always involved in this decision.

### **How will the curriculum be matched to my child's needs?**

Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment strategies to set ambitious but achievable targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving their full potential. Any areas of difficulty are identified and addressed at the outset of work.

### **How is the decision made about the type and amount of support my child will receive?**

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 inclusive teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.

We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at Westfields Junior School 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).

High quality inclusive 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 more personalised, additional to, or different from what is provided for the majority of children; this is SEND provision.

We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:

- Know where children are in their learning
- Identify any barriers to learning
- Ensure decisions are informed by the insights of parents and pupils
- Have high ambitions and set ambitious targets for individuals
- Track pupil's progress towards their goals
- Regularly review pupil's additional or SEND provision

Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.

### **What support will there be for my child's overall wellbeing?**

We believe that happy, safe pupils will achieve the best outcomes and as such, we support the emotional and social development of all our pupils, including those with SEND. Our staff have the wellbeing of all pupils as their highest priority.

Class teachers have responsibility for the daily pastoral care of every child in their class; part of this is achieved through their delivery of a broad programme of social and emotional education through Personal, Social, Health and Emotional Education (PSHE).

All children are encouraged to share any worries by talking to an adult, or writing in their 'Think Book'. If further social or 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.

Where appropriate, we work with parents to obtain support from external agencies, including Family Support Workers and Child and Adolescent Mental Health Services (CAMHS).

### **How are the school's resources allocated and matched to the children's SEND needs?**

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.



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.

Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

**Who will explain this to me?**

Your child’s teacher and/or the SENCo will explain any additional support or interventions to you.

**How do we know if the support has had an impact?**

The effectiveness of the support and the impact on your child’s progress are reviewed regularly (usually half –termly). This information, along with the views of parents and children, forms the basis for the revision of the support.

Where the SEND provision does not enable a child to make adequate progress, we plan for greater support. If a child needs support greater than what we can offer with the usual resources we have we work with parents to request an assessment for an Education, Health and Care Plan and apply for top-up funding from the County.

**How will my child be included in activities outside the school classroom including school trips?**

We endeavour to enable all children including those with SEND to access the extra-curricular activities (including day visits, residential trips and clubs) 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.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided. Where appropriate, we try to prepare children in advance for any new environment, situation or experience.

**What support is there for behaviour, reducing the risk of exclusion and increasing attendance?**

Behaviour at Westfields Junior School is underpinned by two key strategies: Our Behaviour Policy and our RESPECT Charter, which apply to all pupils.

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 and any appropriate external agencies, to introduce strategies to reduce the risk. This may include developing an Independent Behaviour Management Plan (IBMP) which identifies issues, targets and support. The IBMP is explained and written with the parent and child.

Attendance is closely monitored. Where a child's attendance is below 95%, without a clear medical reason, parents are contacted and invited to discuss ways to improve the attendance, in partnership with school.

### **How does the school manage the administration of medicines?**

Westfields Junior School has a strict policy (Administering Medicines 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.

Our staff receive regular training in managing medical conditions that are relevant to the children on roll. There are named members of staff trained as first aiders.

### **How are the governors involved and what are their responsibilities?**

The SENCo reports regularly to the governors on all matters relating to SEND at Westfields Junior School. This report does not refer to individual children and confidentiality is maintained at all times. One member of the governing body is responsible for SEND, this governor works closely with the SENCo to monitor, support and challenge. 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.

### **Who is the SENCO at Westfields Junior School? How can the SENCO be contacted?**

The person with responsibility for co-ordinating the provision for children with SEND is the SENCo (Special Educational Needs Co-ordinator).

The SENCo at Westfields Junior School is **Mrs Alison Clarke** and she can be contacted on the school phone number: 01252 408218 or by email: [school.admin@westfields-jun.hants.sch.uk](mailto:school.admin@westfields-jun.hants.sch.uk)

Meetings with Mrs Clarke can be arranged by phoning the school. If possible, you will be able to speak to Mrs Clarke when you ring. However, 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.

**Please note that Mrs Clarke works part-time and is not at school every day.**

### **What training do staff supporting Special Educational Needs and/ or Disabilities have?**

All staff receive regular training. Training for staff relates to the needs of the school and the pupils currently on roll. Continuing Professional Development opportunities are provided both internally and through external course providers.

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 also have trained, Educational Psychologist supervised, ELSAs.

### **What specialist services and expertise are available at or accessed by the school?**

Collaboration between education, health and social care services is important to us.

These include, but are not limited to: the School Nurse Team, 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.

### **How accessible is the school both indoors and outdoors?**

We endeavour to enable children with SEND to have full access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.

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.

We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS), who assist us in supporting our families with English as an additional language and those with a traveller background.

### **How are parents involved in the school? How can I get involved?**

The involvement of parents in their child's education is very important to us. We encourage parents to contribute their views on their child's SEND at all meetings.

We welcome parents who wish to help in school and have an active group of parents who come in regularly to support in academic aspects, such as reading and maths, and the wider curriculum, such as extra-curricular activities.

If you would like more information about how to get involved, please speak to your child's teacher, or ask at Reception.

### **How will my child be able to contribute their views?**

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.

Your child's views regarding their SEND needs and what they believe helps them, 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.

### **What steps should I take if I have a concern about the school's special educational needs provision?**

In the first instance, speak to Mrs Clarke, the SENCo. If you are still concerned, you should speak to the Head Teacher, Miss Redman. If you have the need to make a formal complaint regarding your child's special educational need you may also contact the governors through the complaints procedure which is available on the school website or by [clicking here](#).

### **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

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.

Before joining Westfields Junior School, we encourage all new children to fully participate in our transition programme.

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.

Transition to secondary school is supported by close liaison between our Year 6 team and our SENCo and their secondary colleagues. Additional transition visits are arranged as required.

### **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?**

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:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Support for parents is available through Support4SEND:

<http://www3.hants.gov.uk/support4send> Phone: 01962 845870 *Updated Sept 2018*