



Westdale Junior School  
SEND Information Report

September 2020  
Review September 2021

# Introduction

Westdale Junior School is a caring school where all children are happy, well-motivated and challenged to achieve high standards through a fun and enriched curriculum. It is a school where all members of the school community have equal access to learning opportunities and enjoy growing and learning together.

We have a strong ethos of inclusion at our school. Each child is unique and is given equality of opportunity according to their need. We support children with a wide range of needs in school and we are committed to helping them all to reach their full potential.

## What is SEND?

SEND stands for Special Educational Needs and Disability.

The Code of Practice 2014 states that: 'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CYP) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. There are four main areas of need, children may require support in one or more of these. The four main areas are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

## What do I do if I think my child may have SEN?

The first step is to speak to your child's class teacher. All teachers at Westdale are teachers of children with SEN and all staff should be able to support your child. Your child's class teacher will be happy to discuss any concerns you may have and talk with you about next steps. Just call into the school office or phone the office and they will arrange a call back or an appointment. Your child's class teacher is responsible for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required

- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

Other people you can speak to about SEND:

The Special Educational Needs Co-ordinator (SENCO) is Sarah James

Contact details: [sjames@westdalejuniors.co.uk](mailto:sjames@westdalejuniors.co.uk)

The SENCO is responsible for:

- developing and reviewing the school's SEND Information report
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child

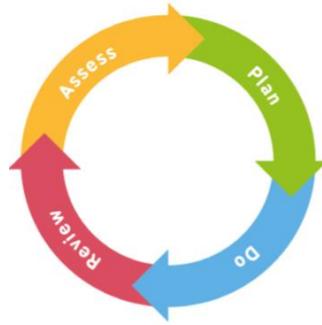
The SENCO can also be contacted via the school office by telephone.

The School Governor responsible for SEND is Holly Swinckels

Contact details: [office@westdalejuniors.co.uk](mailto:office@westdalejuniors.co.uk)

## **How does school decide if children are in need of SEN support?**

Before children are added to the SEN register, teachers implement the Assess, Plan, Do, Review cycle. This is key to the graduated response required by the SEN Code of Practice 2014.



Children are assessed, strategies are planned and implemented to support their learning and then reviewed. The cycle then begins again. If children are seen to begin to close the gap through this process then it will continue and your child's class teacher will monitor progress. Parents or carers would be notified of any concerns and invited to discuss progress with the teacher. If a teacher feels a child needs additional support then the school SENCO will be informed and after a discussion with parents or carers the child may be added to the SEN register.

## **What support does school offer?**

All teachers in our school are teachers of children with SEN and all children will firstly be receiving quality teaching. The curriculum is differentiated to support needs and teachers will plan to work with groups dependent on need. Teachers also employ a range of strategies to support the learning of children with SEN. We believe children with SEN should be fully included with learning in the class. Teaching assistants are employed to work in the class and to deliver targeted interventions including:

Switch-on reading

Inference training (reading comprehension groups)

Stile Maths and Literacy

Lexia (spelling and reading support)

Precision teaching (any subject)

Speech and Language support

Booster groups

Funfit (supporting gross motor skills development)

We also have a trained ELSA (Emotional Literacy Support Assistant) in school who can support children with social and emotional needs.

\*Please note some interventions are affected by Covid restrictions and may not be taking place.

## **How does school measure the progress of children with SEN?**

Children's progress is continually monitored by class teachers, the SENCO and the Senior Leadership Team. Progress is reviewed at regular intervals and formally once each term. If your child is on the SEN register or has an EHC plan, you will receive an invitation to a termly Pupil Passport meeting to discuss their progress. This is an opportunity for you and your child to talk with the class teacher and plan some targets for the next term. The progress of children with an EHC Plan is formally reviewed at an annual review. The SENCO will also monitor your child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

## **How does school measure the effectiveness of the support on offer?**

The SENCO and the senior leadership team complete observations of teaching and learning of children with SEN at regular intervals throughout the school year, as well as looking at data. Interventions are selected based on their effectiveness. Children completing interventions are assessed at the start and end of the process to ensure interventions are effective. If interventions are deemed to be ineffective they are removed from use and replacements are found. We ensure we are aware of current advice around interventions and follow evidence-based research guidance around the use of teaching assistants and interventions.

## **What training have staff received?**

Staff receive regular training, sometimes whole school and sometimes targeted training for individuals. We endeavour to ensure all staff are trained to support children on a day to day basis in school with more specialist training sought and delivered where needed. Last year all staff received an update in training on Autism and on Attachment, we all received bespoke training related to the needs of one child in school, teaching assistants received in-depth training to implement the Autism toolkit, some staff are trained in Coping with Risky Behaviours and some staff are trained in Physical Handling. All staff are always trained to deliver interventions. Recent training is listed below:

<b>Training details</b>	<b>When</b>	<b>Who</b>
Emotion Coaching and restorative questioning.	02.09.19	All staff
MHST (mental health) workshop (new trailblazer team)	24.09.19	Key staff member
Theraplay	25.09.19 26.09.19	Key staff member
ELSA training – 5 full days and ongoing supervision	07.11.19 14.11.19 21.11.19 28.11.19 05.12.19	Key staff member
Precision teaching – small steps intervention	21.11.19	All teaching assistants
CRB update training (Controlling Risky Behaviours)	24.01.20 and ongoing	Key staff
PACE approach (strategies for managing behavioural and emotional needs)	26.03.20	All Teaching assistants
Early Trauma (aces online learning)	01.04.20	All teaching assistants
ADHD online course	May 2020	SENCO and two teaching assistants

## **What specialist services are accessed by school?**

If further advice is needed, the school SENCO can request support from specialist teachers and services. We would always seek your permission before discussing your child with other agencies. This is requested termly via Springboard meetings with other schools and specialists. Through this process we can seek support from the Educational Psychology team, Cognition and Learning specialists and Communication and Interaction specialists. When required we can also support referrals to Speech and Language, CAMHs and other agencies.

Other services and expertise are contacted when required to provide the appropriate support for all pupils. Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

Additional top up funding can be applied for in some cases.

## **How accessible is school and how are specialist equipment and facilities secured?**

Westdale Junior School is a single floor building that is accessible for most users. Work is taking place to ensure the building is fully wheelchair accessible by the addition of ramps at fire exits. There is an accessible toilet in the building and handrails are installed. The school has a trim trail that is accessible to all children. Computer software called 'Clicker' has been installed on school computers to support children with Literacy difficulties. Handrails have been installed in the playground.

At Westdale Junior School we provide a wide variety of activities, visits and residential experiences, we value the benefit of education outside the classroom and believe that all pupils should have the opportunity to participate in these. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out which considers the needs of all children. Where necessary, we meet with parents/carers to discuss any additional support which may be required. We aim to ensure all children have the chance to be part of all activities whether inside or outside the classroom, with reasonable adjustments made where needed.

If additional specialist equipment is required in school, the SENCO will work with outside agencies, for example Fountainsdale School, to secure the equipment that is needed.

At assessment time, children who meet the criteria for additional time or a scribe or other assistance will be provided with this.

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

We have a robust safeguarding policy and protocol in place. The health and well-being of our children is paramount. All staff have a responsibility for their children's overall wellbeing. This is supported within the classroom through the PSHE (Personal, Social and Health Education) curriculum.

At Westdale we recognise the importance of caring for and developing the whole child. Structured nurture sessions are delivered for children who are experiencing emotional, social or mental health difficulties and further support can be accessed from outside agencies when required, such as the Healthy Families Team.

## **How are parents and carers involved?**

At Westdale we recognise the importance of parents' and carers' involvement at all stages of their child's education. This is particularly important for children with SEN. We invite parents/carers of children with SEN to a termly meeting to discuss progress, celebrate achievements and talk through any concerns. The SENCO can also attend these meetings if necessary. At each meeting, your

child's achievements and needs will be discussed and documented and targets set for the next term. This document forms a pen profile for each child to ensure that all staff know how the child can best be supported.

In addition to this, we are always happy to discuss your child's needs with you and appointments can be made to talk with class teachers and/or the SENCO whenever you wish.

## **How do you ensure children with SEN have a voice?**

Children with SEN are invited to the termly meetings with teachers and parents/carers so that they can be fully involved in the setting of targets and the discussion around their needs and what provision can best be put in place to support them. These meetings are organised to try to make the child feel as comfortable as possible.

We encourage the inclusion of all children in the School Council and other consultation groups. Children with SEN are always included in decisions that are made within the classroom or with their peers.

## **What should I do if I have a concern or complaint?**

Initially, complaints should be addressed to your child's class teacher and/or the SENCO who will do their best to resolve it. If you feel that the complaint is not resolved, you should speak to the Head of School.

In the unlikely event that a concern is not resolved then the Chair of Governors should be contacted.

## **How are the governing body involved?**

The SEN Governor meets regularly with the SENCO to discuss SEN matters including support received in school.

## **How are children with SEN supported at transition times?**

The SENCO visits the Infant School prior to transition to meet with the SENCO there and parents/carers of children with SEN. This ensures that information is passed on and parents/carers have an opportunity to share any concerns and ask questions. Children who require additional transition visits to the Junior School before starting the new term and supported in this by both the Junior School and the Infant School and the SENCOs work closely together to ensure transition is smooth. Photographs of staff and the environment can be passed on to support children who need it, and particular resources and equipment

are passed on. Buddy groups are also created for all children before starting at Westdale.

If children arrive from a different setting we would work closely with the SENCO there and ensure all visits required were in place before the child starts.

Children with SEN moving on to other provision, either at the end of Year 6 or before are supported equally carefully. If required, familiar staff from our school will accompany children to visit their new setting and additional visits can be organised. The SENCO will work closely with SENCOs from other settings and parents/carers to ensure the transition is smooth.

## **How can I find more information?**

The SENCO will give advice to parents and signpost to the 'Nottinghamshire's Help Yourself'. The Nottinghamshire County Council 'Nottinghamshire Help Yourself' is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities.

Parents/carers can gain advice and support from Parent Partnership:

[www.ppsnotts.org.uk](http://www.ppsnotts.org.uk)

Or contact the Independent Parental Special Advice team:

[www.ipsea.org.uk](http://www.ipsea.org.uk).

There are many voluntary organisations supporting SEND, the SENCO will make these known to parents as and when they are informed of them.

You can access further information on our school website where you can find our SEN policy:

<https://www.westdalejuniors.co.uk/>

You can also access our most recent Ofsted report at:

<https://www.westdalejuniors.co.uk/page.php?p=ofsted>

The information in this report forms a part of Nottinghamshire's Local Offer which can be accessed at:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

