



WESTBURY CHURCH OF ENGLAND JUNIOR SCHOOL

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Westbury CE Junior School Special Educational Needs (SEN) Information Report 2020-2021

Westbury CE Junior School is a mainstream junior school in the heart of Westbury for children between 7-11 years with an inclusive ethos. We work hard to ensure that the school has a warm, friendly and inviting atmosphere, where children feel safe and secure. We pride ourselves on ensuring that we plan and deliver fun, exciting and appropriately differentiated lessons, which are matched to the curriculum objectives and the needs of our children.

What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her in order to access the curriculum and make progress in learning. This provision will be additional to or different from the quality first teaching generally made for other children of the same age. The difficulty will be enduring (i.e. lasts, or is likely to last, more than a year) and substantial (defined as 'not trivial'). Although the majority of children will experience some minor difficulties throughout their school careers, it is important to recognise that a child with SEN will fulfil all of the above criteria.

There are four main areas that children may experience difficulties in:

- **Communication and Interaction;** this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech and/or language difficulties
- **Cognition and Learning;** this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching
- **Behaviour, Emotional and Social Difficulties;** these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour
- **Sensory and/or Physical Difficulties;** this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided

How do the school know if a child has SEN?

At Westbury Junior School, children are identified as having SEN using a variety of methods, usually a combination, which may include some of the following:

- Liaising with the child's previous school or pre-school setting
- Concerns raised by parents and carers
- A child performing below 'age expected' levels or equivalent
- Concerns raised by the child's teacher and/or at termly pupil progress meetings: Eg behaviour or self-esteem affecting learning
- Wiltshire produce checklists and tools for schools to use that identify children whose difficulties mean they should be placed on the SEN support register
- Liaison with the Local Education Authority (LA) and external agencies who can carry out specialist assessment and give advice to the school setting in providing support for children with specific difficulties
- Use of tools for standardised assessment such as: Optional SATs, PM Benchmarking, Sound Discovery, Sandwell Numeracy and WESFORD Dyslexia screening assessment
- Children with a Statement / MY Plan - EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority (LA)

How do I raise concerns if I need to?

Talk to us! Contact your child's class teacher about your concerns initially, who will then advise you on next steps. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Special Educational Needs Co-ordinator (SENCo):

Mrs Yvonne Small

Appointments can be arranged in person or by phone. Please see the school contact details at the top of this report.

How will the school support my child?

- Every child with SEN has equal access alongside their peers to quality first teaching provided within a classroom setting to ensure that appropriate progress is made in every area
- Our SENCo and senior leadership team will oversee and monitor the progress of any child identified as having SEN
- Classroom teachers, with the support of the SENCo and outside agencies, will use the graduated approach to assess, plan, do and review targets and individual learning programmes that meet the needs of children with SEN and remove barriers to learning
- Teaching assistant (TA) support may be allocated to a child either on an individual basis or as part of a small group. The content of this support will be explained to parents when support begins and reviewed at parent consultation evenings, annual review meetings and updated during termly pupil progress meetings

- High quality, well-timed interventions will be put in place to support the individual needs of the child. These may include: **Sound Discovery, CLICKER 7, Family Support, NESSY & WESFORD (children with a dyslexic profile), Catch Up Literacy, ELSA, targeted phonic support, specific skills development, Meet & Greet, social stories, maths booster, behaviour chart / programme, Wiltshire Indicators and Provision document used to support the code of practice placement & strategies, transition support to secondary school and support for SAT access arrangements**
- Outside agency Support Services are accessed according to the need of the child at appropriate developmental stages. You may be asked for permission by the school to refer your child to a specialist professional. This helps us to understand your child's needs better and enables us to provide the best support for them in school. Services which the School frequently make use of include: **Speech and Language Therapists, Special Educational Needs Support Service (which has specialists for a wide range of difficulties), Educational Psychologist, Paediatrician, Ethnic Minority Achievement Service (EMAS), Child and Adolescent Mental Health Service (CAMHS), Behaviour Support Team, Occupational Therapy and the School Nurse**
- Children with significant needs may initially have access to a My Support Plan generated by the SENCO. This document is designed to give a picture of the whole child and identify achievable outcomes. The outcomes will be reviewed with teachers, parents and children three times a year
- Some children will have or require a My Plan (formerly a statement) which sets out clearly identified outcomes and is supported by an allocated SEND Lead worker (LA based) who will provide guidance and support for the child, the parents and the school and review the outcomes stated in the document annually
- The Complex Needs Resource Base (CNRB) classroom provides specialist and highly differentiated small group teaching for children identified with complex needs. Places are usually allocated through the local authority(LA)
- The Wiltshire Local Offer can be accessed through the link below and details information and services available to children and young people with SEND throughout the local authority (LA). The website contains information about education, health, social care, preparing for adulthood and leisure. Our school is part of the provision Wiltshire has to offer.



<https://www.wiltshirelocaloffer.org.uk/>

What support will there be for my child's overall well-being?

- We are an inclusive school that considers a child's emotional and spiritual development a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of each child in their class

- Westbury Junior School currently has three trained Emotional Literacy Support Assistants (ELSAs) and two THRIVE practitioners currently in training. Children who are identified with a need in this area will receive individual or small group intervention to develop their skills with parental consent. The wider school will benefit from embedding the THRIVE approach in our practice as it is developed throughout the school.
- As part of quality first teaching, children will participate in personal, social & health education (PSHE), Religious Education (RE), circle time and stilling as part of the curriculum
- Targeted training and continued professional development programmes ensure that all staff working with our vulnerable children are able to support their emotional needs

Medicines

- Parents need to contact the school office if medicine is prescribed by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff have a first aid qualification, These are updated regularly

Attendance

- The school gates open at 8.40am and are closed at 8.50am. If a child arrives after this time they are processed through the school office and registered as late
- The attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Education Welfare Officer (EWO) if this becomes a concern. Please request a copy of the attendance policy for further information either from the school office or available on the school website
- The school are also able to support families in making contact with other agencies who can provide appropriate support. This may include Bev Hall, our parent support adviser (PSA)

Behaviour

- The school has an effective, equal and consistent whole school approach to behaviour with rewards and sanctions. A copy of the behaviour policy is available on the school website or from the main office
- Children set their own personal targets at the beginning of each new term and record it in their Homelink Books – this gives them the opportunity to reflect on areas of personal development and needs approval by the class teacher as appropriate and achievable

- Children can aspire to become prefects. This provides a positive goal which is prestigious and valued within our community. Children must be good role models for their peers, complete all homework and have a positive attitude towards school life and make a positive contribution to the whole school community
- Should a child have significant behaviour difficulties, assessment takes place to identify the specific issues, strategies are planned to put relevant support in place and then implemented and progress is monitored and reviewed after an agreed time frame (the graduated approach)
- If at the review there has been limited improvement, a specialist advisory teacher from Wiltshire LA will be requested and will then work closely with the school to support the child and identify the underlying difficulties in order to address these as part of the intervention programme
- To ensure consistency and maximum impact, support to implement school behavioural strategies at home can be accessed through Bev Hall (PSA)
- Bespoke 'Triple P' parenting sessions amongst others are also available through our PSA: Bev Hall – please use the school contact details to make an appointment

How will my child be able to contribute their views?

- If your child has a Statement or an Education & Health Care Plan (known in Wiltshire as a My Plan or My Support Plan), their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- Children's views are regularly sought by the senior leadership team regarding teaching, learning and general school procedures
- All children have the opportunity to be voted onto the School Council and/or the Prayer Council as well as hold other positions of responsibility by their class or teachers

How accessible is the school environment?

- The accessibility policy is available on the school website and from the school office
- All areas of the school are accessible by wheelchair and a disabled parking bay is available in the staff car park
- Three accessible toilet facilities are available; one in the CNRB, one in the new quadrangle area and the other next to the school library (where changing facilities are installed)
- If you have specific access queries or concerns, please speak to us.

How will the curriculum be differentiated to match my child's needs?

- All learning tasks are planned and differentiated at an appropriate level, so that all children are able to access quality first teaching according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. However, on occasions work might be individually differentiated

- The class teacher alongside the SENCo will discuss a child's needs and plan what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. **labelled resources; daily visual timetable; groupings displayed; coloured overlays; Numicon; task cards; word banks; ear defenders**
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND meets regularly with the SENCo and a report is shared at governor meetings to keep them all informed with school and LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities

How will the impact of provision be measured?

- Termly pupil progress meetings ensure that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- Parent evenings will monitor parents views
- Feedback from the child, the parent and teacher to build a wider picture
- At annual review meetings with professionals, the SENCo, the classteacher, the parents and the child
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place

What opportunities will there be for me to discuss my child's progress?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a Homelink Book where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- A class Dojo system has been adopted throughout the school for channels of home/school communication to be open at all times
- Reports are issued 3 times per year and parents are invited to come into school for a formal parent evening to discuss their child's progress twice yearly. However, staff are always available to meet informally as detailed above and at a further informal 'drop in' parent evening at the beginning of the school year
- If your child has complex SEN they may be on the SEN code of practise as SEN Support, have a My Support Plan or a My Plan/EHCP (a Statement of SEN). In such instances, a formal meeting will take place to discuss your child's progress and a report will be written. These annual review meetings are an ideal time to discuss your child's targets progress and plan their next steps

How does the school know how well my child is doing?

- As a school, we track and analyse the children's progress in learning against national expectations (which still exist) and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher, the senior leadership team and the SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed to plug any gaps in learning
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. E.G. The classroom teacher assessment pack and the WGRSS document
- The Headteacher and SENCo report regularly to the Governing Body. We are in the process of appointing a governor who is responsible for SEN, who will meet regularly with the SENCo and attend briefing sessions. The SEN governor then will report back to the Governing Body as discussed above

How will my child be included in learning outside the classroom and school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and at the end of the school day. We aim for these to be fully inclusive and welcome a discussion with parents should they be concerned about their child's participation

How will the school prepare and support my child when joining or transferring to a new school?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Year 3, the Headteacher holds a meeting for parents in addition to planning a comprehensive transition programme throughout the Summer Term, in order to

help children, parents and staff get to know each other and become familiar with the new environment

- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a My Plan Statement or a My Support Plan review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website or obtained from the school's main office, including the SEND policy
- Further information is available from the SENCo (Yvonne Small), Headteacher (Richard Hatt), or, in exceptional circumstances, the SEN Governor (yet to be appointed)
- The school has a complaints policy, details are available at the school office
- You might also wish to visit the following websites:

Wiltshire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:



Parent partnership services (WPCC): <http://www.wiltshireparentcarercouncil.co.uk/>

Contact IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk/

Who should I contact if I am considering whether my child should join the school?

Please contact the Senior Administrator (Caroline Ayton) for further information about the school and to arrange a meeting with the head teacher, in the first instance.

Telephone: 01373 822695

E-mail: admin@westbury-jun.wilts.sch.uk

