



Westfield Primary School SEND Information Report



The provisions and procedures outlined in this report are subject to and superseded by the provisions in the school's Coronavirus Risk Assessment as updated from time to time.

SEND Information Report with link to **Local Offer question & SEND Code of Practice 2014 regulations**

School Response

Q1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The SEND Information report must include information about policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools); and the contact details of support services for parents of pupils with SEND.

The school has a SEND policy which can be found on the school website <http://www.westfield.surrey.sch.uk/>

The Inclusion Leader is Ms Julia Findlay inclusionleader@westfield.surrey.sch.uk and the SENDCo is Mrs Rachel Sadler senco@westfield.surrey.sch.uk. Ms Findlay works full time and Mrs Sadler works part time. Both can be contacted on 01483 764187

Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career. If a child has a Sensory or Physical disability the school will work with parents and outside agencies to ensure the learning environment is accessible to individual needs. Please see our Accessibility Policy for further details.

If a child also has Medical needs, an Individual Health Care plan may be drawn up. At Westfield Primary, all children are assessed half termly and this data is used to analyse progress and attainment relative to age expectations. Pupil Progress meetings take place termly where the overall development of children is discussed.

Decisions are made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.

	<p>Identification of a special educational need/disability may include the use of specialised assessment by our SENDCo or by assessment and advice from external agencies and professionals. Provision Map Meetings are held with Ms Findlay/Mrs Sadler who meet with class teachers to review and set new targets and to identify appropriate support and interventions.</p> <p>Parents/carers are encouraged to speak to the class teacher/Inclusion Leader/SENDCo about any concerns they have.</p>
<p>Q2. How will school staff support my child/young person?</p> <p>The SEND Information report must include information about the kinds of special educational needs that are provided for; the approach to teaching children and young people with SEND; and the additional support for learning that is available for pupils with SEND.</p>	<p>Westfield Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for pupils who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Staff undergo training to meet the needs of our children with SEND.</p> <p>We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEND. We take a holistic school approach to supporting pupils e.g. supportive relationships with class teachers, Wellbeing Assistants, the Nurture Lead, Inclusion Leader/SENDCo, Friendly Group for children with ASD, social skills groups, extra-curricular activities.</p> <p>Please refer to 'Whole School Provision' document for detailed information relating to each area of need.</p>

<p>Q3. How will the curriculum be matched to my child's needs?</p> <p>The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>Staff are aware of the needs in their classrooms and adapt the curriculum to suit these needs and enable all pupils to achieve. We have an Accessibility Plan which shows how adaptations are made not only to the physical environment but to the curriculum and how information is accessed by pupils and their parents.</p> <p>Class teachers meet termly with members of the Senior Leadership Team and the SENCO to monitor and discuss the progress and attainment of children. Any necessary adaptations to the curriculum are considered to meet the holistic needs of the children with SEND.</p> <p>For those children with physical or medical needs, an Individual Healthcare plan may be used to set out ways in which they can be involved in physical activities (for example, PE and use of the playground equipment).</p>
<p>Q4. 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>The SEND Information report must include information about arrangements for consulting parents of children with SEND and involving them in their child's education; arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities</p>	<p>Westfield Primary School has an open door policy where parents are invited to speak to the Inclusion Leader/SENDCo should they have concerns about the overall progress of their child.</p> <p>During Pupil Progress and Provision Map meetings, as part of our assess, plan, do and review cycle we look at the actions needed to support a child towards their outcomes and the actions needed to be taken by those involved in the child's education to make a positive contribution. We also have a Wellbeing Assistant and a Nurture Lead who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.</p> <p>The school also has a regular reporting cycle where parents are informed of progress: Parents' Evenings take place in the autumn and spring terms and a report is sent home at the end of the summer term. Following the report parents are able to come in to school in order to discuss how they can support learning and progress. The school hosts a range of curriculum events to assist parents in supporting their child's learning at home. There are regular updates on the school website, through the newsletter and through class topic webs.</p>

<p>available to work with parents and young people as part of this assessment and review.</p>	<p>We have a parent teacher association (Friends Of Westfield- FOW) where parents can become involved in school life. We also have parent governors who can take an active role in the strategic running of the school (financial, curriculum, Self-evaluative and whole school development governing responsibilities).</p> <p>To help in developing reading we hold regular 'Stay and Read' sessions, encourage parent volunteers as well as being supported by 'Let's Read' charity, which focuses on identified Key Stage 1 pupils.</p> <p>Parents are welcome to contact the school if they would like to become involved with the FOW, or voluntary positions. Parent governing positions are advertised as they become available.</p>
<p>Q5. What support will there be for my child's overall well-being?</p> <p>The SEND Information report must include information about support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying</p>	<p>Our school has achieved the Wellbeing Award for Schools. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE programme also looks to develop emotional and social development and resilience.</p> <p>As well as the SEND interventions, the school also provides social skills and pastoral support interventions to work with children to positively focus on social and emotional development. In the first instance every child has a class teacher who they can talk to in order to share any concerns.</p> <p>We have a Zen Den, Dragon's Lair, Kaleidoscope Room and Tranquillity Room for those needing wellbeing support and these may be accessed by whole classes, small groups or individuals. Children can also be invited to Dragon's Lair for a quiet lunchtime club or to receive targeted support from our Nurture Lead.</p>

	<p>Please refer to the 'Social, Emotional and Mental Health' section in the 'Whole School Provision' document</p> <p>The school council is made up of democratically elected children and is very active in listening to the views of peers and putting forward their views and ideas. The school has Wellbeing Ambassadors and an Anti-Bullying Team and pupil voice is used to make improvements in these areas.</p> <p>All members of staff are available to support children and play an active role in upholding the Behaviour and Anti-Bullying Policy which includes guidance on expectations, rewards and sanctions. Staff have been trained in restorative approaches.</p> <p>The school has an up to date Medical Policy in place and staff are trained to meet the requirements of children with medical needs.</p>
<p>Q6. What specialist services and expertise are available at or accessed by the school?</p> <p>The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured; how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector</p>	<p>We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the child's needs to help them in supporting access to the curriculum. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding. This academic year the school has worked with many agencies, for example, Learning and Language Support Service, Educational Psychology Service, Race and Ethnic Minority Achievement Service (REMA), Speech and Language Therapists, Occupational Therapists and Physical and Sensory Support service (PSS).</p> <p>In school, we currently have support from Mind Works practitioners, who work with children who require a course of targeted support.</p> <p>We hold meetings with outside professionals where individual cases may be discussed when it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and children will be consulted and consent sought so that agencies are able to work in</p>

<p>organisations, in meeting children and young people's SEND and supporting their families.</p>	<p>supporting the overall development of the child. During this academic year we worked with, for example, Surrey Children's Services, Early Help, Family Support Programme, Child and Adolescent Mental Health teams (CAMHS)/ Mindworks and Surrey Young Carers.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Designated Teachers, Ms Findlay and Mrs Sadler, meet with Surrey Children's Services and the Virtual School to ensure the child's wider needs are being met. A personal education plan is collaboratively produced and shared during PEP meetings.</p>
<p>Q7. What training have the staff supporting children and young people with SEND had or are having?</p> <p>The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured</p>	<p>We have staff within the school who have been trained in a number of interventions including Read, Write, Inc., NELLI, Jolly Phonics, Fresh Start, PECS, Write Away Together, Talking Partners, Elklan, Lego Therapy, Drawing and Talking, ASD awareness and support, Clicker 7, Rapid Writing, Rapid Maths, Rapid Phonics. Further, and more specific training, is organised as needed.</p> <p>We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the child's needs to help them in supporting access to the curriculum. We regularly invest time and money in training our staff to improve Wave 1 provision as well as developing skills & knowledge of Wave 2 and 3 interventions. Teaching and support staff are encouraged to continually update their skills and knowledge.</p> <p>Our Inclusion Leader, Ms Findlay has achieved the NASENCo qualification and has a Postgraduate Certificate in Leadership and Management in Special and Inclusive Education. Mrs Sadler also has achieved the NASENCo qualification.</p>
<p>Q8. How will my child be included in activities outside the classroom including school trips?</p>	<p>We have a whole school approach to inclusion which supports all pupils engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that pupils can join in with activities regardless of their needs.</p>

<p>The SEND Information report must include information about how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</p>	<p>Additional staff accompany children on school trips, including residential, so that pupils with SEND can attend.</p> <p>Where relevant, detailed information can be found on children's Individual Healthcare Plans and Provision Maps. Staff are made aware of any needs (including medical needs) prior to school trips and any medication or relevant additional equipment, specified in the children's plans, will be taken on trips.</p> <p>Registers are taken for all school activities and we actively monitor the engagement of pupils across the school.</p> <p>We encourage a balance of pupils in extra-curricular clubs and have involved all the children (including those with SEND) in a survey to express their opinions on the clubs they would like to be offered on school.</p>
<p>Q9. How accessible is the school environment?</p> <p>The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>Adaptations are made to suit pupil needs, which may require additional or personalised elements of the curriculum. We are ambitious for all children and these adaptations support all children to move towards acquiring the same overarching skills.</p> <p>We have an Accessibility Plan which shows how adaptations are made not only to the physical environment but to the curriculum and how information is accessed by pupils and their parents.</p> <p>Adaptations have been made to the playground equipment to support visually impaired children.</p> <p>Our playground also includes 'Calm Areas' where children can have a quieter playtime, if they find the noise and activity on the playground overwhelming.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all our pupils. When required, translators are asked to attend meetings to support parents.</p>

	<p>There is access to the main building for physically disabled children with a disabled toilet on the ground floor. However, the school is a two storey building without a lift to the first floor. Should the need arise classes will be moved to ensure ease of access. Elsewhere, changes in levels in the building are marked with gentle slopes and ramps.</p> <p>Outdoors there is a disabled parking space with easy access to the main building.</p> <p>We work with a variety of outside agencies to provide specialist equipment and facilities for children with SEND to ensure that they can fully access the curriculum.</p> <p>For detailed information on the provision in place to support all areas of need across the curriculum, please refer to the 'Whole School Provision' document.</p>
<p>Q10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p> <p>The SEND Information report must include information about arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment,</p>	<p>We have a robust Induction programme in place for our new Year R children for welcoming them to our school. Induction involves presentations for parents, afternoons for children to visit their new teachers and classrooms as well as 'tea and tissues' morning for parents in the September their children begin at Westfield. Optional courses are run for new parents, such as 'Steps into School' and 'Helping Your Child be Their Best'. Some of these courses are run by outside agencies (such as Active Surrey). YR teachers actively encourage parents to meet with them in the first week of the autumn term; this may be in the child's home or with the parent and child coming into school for a one to one meeting with the classroom staff.</p> <p>Our local secondary school staff visit Westfield in the summer term of Year 6 to discuss the needs of the transferring children, meeting with pupils to provide a familiar face for the autumn term. During meetings, the Inclusion Leader/SENDCo and Year 6 teachers share an overview of pupils who have SEND and other needs. Good practice is shared so that transition to the next phase is facilitated. Visits to the local secondary school are also organised and we fully encourage all our pupils to attend induction days. Extra transition days are organised where needed.</p>

<p>independent living and participation in society.</p>	<p>Parents are invited in to discuss the next stage of the young person's development. Guidance and signposting for advice is given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education.</p> <p>For children who may feel anxious about transferring to a new year group at the end of the academic year within Westfield, personalised booklets are produced with photographs of their new teacher, new classroom, location of the toilets and cloakroom etc. Booklets are taken home by the children to be looked at over the summer holidays to help transition in September.</p> <p>For those children with an EHCP, a transition review is held in Year 5 to discuss parent preference for secondary schools. Paperwork is completed and submitted in a timely manner. School staff work closely with the Local Authority and parents to ensure smooth transition.</p>
<p>Q11. How are the school's resources allocated and matched to children's special educational needs?</p> <p>The SEND Information report must include information about evaluating the effectiveness of the provision made for children and young people with SEND; and how equipment and facilities to support children and young people with SEND will be secured.</p>	<p>We review the needs of the pupils within the school and endeavour to put in place provisions in order to be able to cater for these needs. In order to support children to acquire the relevant skills, adaptations are put in place. For example, scaffolding, pre-teaching of vocabulary, resources or gap plugging of basic skills.</p> <p>Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The Inclusion Leader/SENDCo and Quality Assurance Leader carry out learning walks which include reviewing how provision is delivered and help in maintaining standards through rigorous quality assurance. Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p>

	<p>If external professionals advise that any specialised equipment, resources or facilities are required, provision will be made to make these available. The Accessibility plan is reviewed annually or according to arising needs.</p>
<p>Q12. How is the decision made about what type and how much support my child will receive?</p> <p>The SEND Information report must include information about arrangements for consulting young people with SEND and involving them in their education.</p>	<p>During Provision Map Meetings and Pupil Progress Meetings, the Inclusion Leader/SENDCo discusses with key staff where there are concerns about progress, attainment or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the child. Children are then spoken to regarding progress/concerns and a One Page Profile may be completed in consultation with children so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the child so that they feel involved in their own learning.</p> <p>The Inclusion Leader oversees all additional support and regularly shares updates with the Head Teacher, Mrs Karyn Hing and SEND Governor, Joanna Cunningham.</p> <p>If a teacher has concerns about a child, a referral may be made for additional support from the SENCO or Inclusion Leader, who will provide suggestions for support. In some instances, referrals may be made to specialists or Surrey County for support.</p> <p>One Page Profiles are in place for an increasing number of SEND pupils, to gain their views on their aspirations and education. They are revisited regularly with the child to update.</p>
<p>Q13. How are parents involved in the school? How can I be involved?</p> <p>The SEND Information report must include information about arrangements for consulting parents of children with SEND and involving them in their child's education.</p>	<p>Westfield has an open door policy where parents are invited to come in and speak to the Inclusion Leader/SENDCo should they have concerns about the overall progress of their child. Parents are encouraged to participate in Parent Voice and regular parent questionnaires, to give feedback on what they feel we are doing well and what we could do to improve.</p> <p>Parents are invited to attend courses and workshops to support their children's learning and further understand the provision in place in school.</p> <p>The school also has a regular reporting cycle where parents are informed of progress. Following the end of year report parents are able to request a meeting with the teacher/ come in to school in order to discuss how they can support learning and progress.</p>

	<p>We have a parent teacher association (Friends Of Westfield) where parents can become involved in school life. We also have parent governors who can take an active role in the overall strategic development of the school.</p> <p>To help in developing reading we have parent volunteers who come in to school and support pupils with their reading. There are regular 'Stay and Read' sessions for parents as well as 'Stay and Play' for parents of YR children on Friday mornings.</p> <p>Parents are encouraged to support their children during school trips.</p> <p>Parents are welcome to contact the school if they would like to become involved with the PTA, governors or voluntary positions.</p>
<p>Q14. Who can I contact for further information?</p> <p>The SEND Information report must include information about arrangements for handling complaints from parents of children with SEND about the provision made at the school; and the contact details of support services for parents of pupils with SEND.</p>	<p>The Inclusion Leader is Ms Julia Findlay, her telephone number is 01483 764187 and e-mail is inclusionleader@westfield.surrey.sch.uk and the SENDCo is Mrs Rachel Sadler and her e-mail is senco@westfield.surrey.sch.uk</p> <p>In the first instance if a parent has a concern they are encouraged to speak to their child's class teacher. If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting convened to discuss the nature of the concern, working together to find a resolution. The school's complaints procedure can be found on the school website http://www.westfield.surrey.sch.uk</p> <p>The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SIASS (SEND Information, Advice and Support Service).</p>

Table explaining the links between the Local Offer, the SEND Policy and the SEND Information Report

	Local Offer	SEND Policy	SEND Information Report
Responsibility	Local authority - Surrey	Governing body, delegated to the Inclusion Leader to reflect the context and practices of the school	Inclusion Leader, SENDCo, SLT and the Governing Body
Purpose	What is on offer across the authority and what support can I access?	How will it be delivered?	What was delivered? What was learned during the year and what improvements are planned?
Strategic links	Joint Commissioning, Provision Management systems and school improvement plans	School values and vision, structures and procedures. A reflection of the practices and culture within the school.	Provision management to look at cost effectiveness and overall impact, School development plan and self-evaluation
Where published	LA portal www.surreylocaloffer.org.uk	School website (and hard copy if requested). Parents with literacy or visual difficulties are able to request meetings so that the policy can be explained and discussed.	School website (and hard copy if requested). Parents with literacy, learning or visual difficulties are able to request meetings so that the report can be explained and discussed.
Involvement of children and families	Co-produced and feedback published online	Consultation	Copy supplied; may inform local feedback
Updated	Periodically, at least once a year	Every 3 years but recommended to be annually	Annually

Plain language accessible for all	Yes	Yes	Yes
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