

SEND Subject Report



WESTFIELD PRIMARY SCHOOL

SEND 2024-2025

Subject Report

SEND Subject Report

Subject	SEND	Date	July 2025
Report prepared by	Rachel Sadler		

Overview of the year: 2024 – 2025

SEND is monitored and overseen by the Inclusion Leader (Julia Findlay) and the SENCO (Rachel Sadler). Both have the NASEN qualification.

When a child feels included, accepted and has their needs met, they are more likely to feel more settled and have the mental health sufficient to maintain good academic progress and social skills to thrive. At Westfield we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play. SEND is a key aspect of Inclusion and the SENCO works closely with the Inclusion Leader to ensure cohesive practice.

Westfield follows a graduated response to SEND, in line with the recommendation from Surrey County. This follows four stages:

- 1 – Universal support (for all children)
- 2- School SEND (targeted support from school)
- 3 – Specialist SEND (support from external professionals)
- 4 – Statutory EHCP (for those children who do not make progress in stages 1-3)

The SENCO is in constant communication with the Inclusion Leader, Class Teachers, parents and other professionals that work with the children, to ensure that those with additional needs are appropriately identified and supported. The SEND register is constantly reviewed and children are added/removed throughout the year, which means that the number of children on the register changes regularly.

At the end of the Summer term 2025, Westfield has 86 children on the SEND register with 19 EHCPs. Currently, there are 2 additional children undergoing assessment for EHCPs. This represents the following percentage of the school:

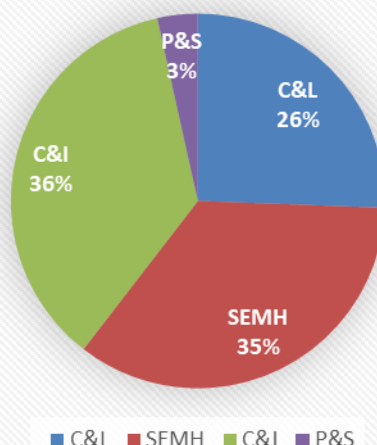
	Westfield %	National Average %
Total SEND	21	N/A
SEND Support	16	14.1
EHCP	4.7	4.8

Westfield have children with SEND in all 4 of the key areas – Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and Physical.

At the send of the 2024/25 academic year, Emotional and Mental Health represents the highest area of need. This has changed as, in previous years, the highest need was always Communication and Interaction. This also remains a high area of need.

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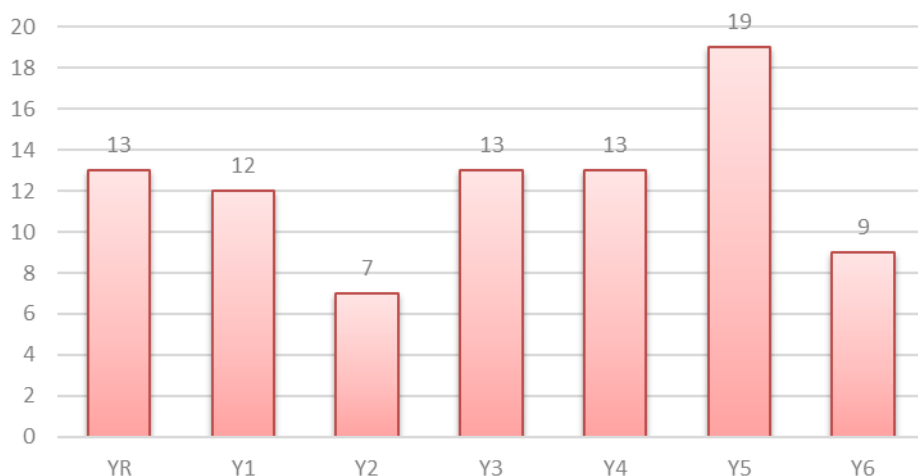
SEN Broad Area of Need



Communication and Interaction needs remain most significant in KS1 and there are a number of children due to join Reception classes with social and communication difficulties. Westfield has a strong focus on wellbeing support, particularly for those with SEMH needs but also for others (including parents). This has an impact on children with needs in all 4 areas. SEMH is a significant secondary need for a large number of children with other difficulties, especially those with communication needs.

Currently, the highest number of SEND children are in Y5. This number represents approximately a third of the children in the year group.

Number of SEN Pupils by Year Group



Curriculum: Intent, Implementation, Impact

Intent

- To monitor and track the progress of children, from EYFS through to Y6, so that they make the best progress and minimise gaps
- To identify any SEND as early as possible, so that personalised support can be put in place
- To instil a love of learning in all children from the start of their school journey

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- To create an inclusive environment where we are ambitious for all children and all children have the chance to succeed
- To provide Quality First Teaching for every child and suitable additional support for those that need it

At Westfield Primary School we aim to help young children achieve a love of learning and a love of life and be the best they can be.

SEND is an aspect of all elements of school life. Provision is bespoke for each child and can be for any curriculum area. Skills and knowledge a child will need to develop are set out in their individual provision map, EHCP or intervention plan (for those being monitored but not on the SEND register). All children on the SEND register have a provision map. This is a personalised and progressive document, which is reviewed by the class teacher and SENCO every term. Targets progress, to enable to children to build upon previous skills and develop their learning. If a child is unable to meet the target on their provision map, this is discussed and smaller steps are added to their plan for the next review period.

Teachers and the SENCO regularly review targets on provision maps. These can also be set by professionals reviewing the children, if relevant. Targets are informed by the children's own ideas on their learning and child-centered. They may also draw on guides from professionals (e.g.: OT handbook or EYFS SALT pack) if the child does not have direct input from these services. Children who have EAL in addition to SEND will also have specific EAL outcomes on their provision maps, where appropriate.

The progress of SEND pupils is tracked across the school every half term. Teachers meet termly with the SENCO and SLT to discuss those falling behind or not making sufficient progress. Children who are not making sufficient progress are identified by class teachers and set clear outcomes to help them get back on track.

The outcomes, provision and actions set out in the provision maps are personalised to enable children to make progress in an area they are finding challenging. To support this, children may have access to additional resources, specific intervention programs, scaffolding, extra sessions (for example pre-teaching), gap plugging or adult support. Those children that take part in a specific intervention are given planned, sequenced learning targeted at a particular area of concern in the curriculum.

As a school we use a number of intervention programs to support the development of skills and learning for pupils with SEND. These are targeted at specific pupils and can be used in their entirety or adapted, depending on the needs of the child. Different interventions are used in different year groups and different curriculum subjects.

Parents are given a copy of the child's provision map, which the class teacher discusses with them. During this discussion, the outcomes and provision are explained, as well as anything that would be beneficial for parents to try at home. If a child is open to external services (e.g.: SALT/OT) the report is sent to parents as well as the school. If actions are suggested for parents to help support children, this is discussed with the SENCO or the relevant Surrey professional.

Implementation

The SENCO and Inclusion Leader support teachers and other staff to identify and support SEND children, this includes delivering internal assessments or referring to external agencies when necessary. These professionals include the EP, SALT, CAMHS, Physiotherapy and OT. Any outcomes and strategies provided by external agencies are added to Provision Maps.

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In the event of a Surrey professional being unavailable to support a child in a timely manner, the SENCO will liaise with the agency to request ideas and strategies to support whilst the child is on any waiting list.

The SENCO and the Inclusion Leader are trained in assessing children's learning, language and literacy skill assessment and carry these out in order to identify basic language and learning needs of individual children and a LLS plan is drawn up with strategies through which the children are monitored. Those on the SEND register are provided with a Provision Map, drawn up from assessments and observations of the SENCO.

The SEND budget provides a well-resourced SEND cupboard and assessments, which make the suggested strategies possible.

Support for SEND children is delivered through:

1. Adaptation across the school, to support SEND pupils in class in the first instance - learning walks and book looks to monitor this
2. Good quality interventions being delivered to support those that need extra – sharing interventions that work and asking other LSAs to run interventions that have worked well
3. Staff meetings and training sessions for teachers and LSAs help to support them in providing for learners that need additional provision

The SENCO works with other subject leaders to introduce interventions and support that are likely to have the most impact. For example, phonics tutoring and targeted SALT support are now being used to address gaps in KS1.

- Regular input into staff meeting and LSA meetings, to share information and best practice, as well as any new initiatives that may be helpful
- Twilight sessions also cover SEND
- Each curriculum area has an element of SEND and this is usually covered in cross-curricular training sessions too

Staff CPD delivered by the SENCO/Inclusion Leader includes:

- Zones of Regulation
- Adaptive Teaching
- Inclusive Classrooms
- SEND update
- Provision Maps – For teachers and TAs
- Target setting – for teachers and TAs
- Emotion coaching - TAs and Teachers
- Trauma Informed Schools
- Speech and Language – including Elklan and Blanks (for TAs)
- Supporting EAL – for teachers and TAs
- ADHD
- Attention Bucket
- Intensive Interaction
- Disability Awareness
- Young Carers

SENCO CPD Includes:

- SENCO NASENCO Award
- Down's Syndrome
- Selective Mutism

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- Makaton
- Speech Disorders
- Communication Champions
- Embedding EAL Assessment
- Elkland – 5 to 11 Speech, Language and Communication
- Therapeutic Story Writing
- Colourful Semantics
- DLD – Supporting children and young people in the classroom
- Supporting writing for children with ASD
- EBSNA (Emotional Based School Non-Attendance)
- Trauma Informed Schools
- Intensive Interaction

Outside Agency Support for SEND at Westfield

- SALT (Speech and Language Therapy) – assessments, reviews and target setting for children with a Speech, Language or Communication need
- EP (Educational Psychologist) – Provides advice and assessment for children with learning difficulties
- OT (Occupational Therapy) – Provides advice and support for children with sensory difficulties, challenges with functional skills and fine/gross motor issues
- Physiotherapy – Provides support for children with a physical need
- PSS (Physical and Sensory Support) - Offer support with children with physical difficulties, such as visual or hearing impairments
- MindWorks – provide support for children with Social, Emotional and Mental Health difficulties and conditions such as ASD, Attachment Disorder and ADHD. MindWorks practitioners in school offer support sessions to those children identified and referred by the Inclusion Leader
- STIPS – provide clinics for staff to offer strategies to support children with SEND or learning difficulties
- REMA (Race, Equality and Minority Achievement) – Provide reports in a child's first language, to support identification of any underlying needs before they are proficient at English.
- Freemantles Outreach – Provide advice and support for children who are struggling with the classroom environment or are finding things difficult at home (especially those with ASD)

Impact

Use of intervention folders help to monitor what is being covered, by whom and the progress per session. LSAs track each intervention using the 'triangle assessment' system, so they can see the progress the children are making with the support. This helps to ensure that interventions are effective and are working for the individual children. Teachers and LSAs are asked to benchmark children before an intervention and to complete an end of intervention assessment to compare. Teachers and SENCO/SLT look at assessment data to check children are making progress. Those that are not making progress or are falling below age-expected are targeted for further support or have their support adapted.

The impact of interventions and support are monitored through:

- Learning walks and SENCO QA to focus on the use of the 5 a Day approach and adaptive teaching practices
- QA from SLT focussing on those children not making sufficient progress
- Book monitoring (from subject coordinators)
- Looking at data each half term – analysis of this as a cohort but also individuals
- Observations of individual SEND children or groups
- Termly provision map meetings with teachers

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5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<p>Children with SEND should be monitored closely to ensure they are making expected progress. Any drops in progress should be addressed immediately, to prevent the gap from widening</p> <p>Communication Friendly classrooms across the school are key for the progress of SEND pupils</p> <p>Zones of Regulation should be used in all classrooms, to help children regulate their emotions and be 'ready to learn'</p> <p>Using outside agencies for support is key, for instance Freemantles, SALT, EP and LLS</p> <p>Adaptive teaching practices (including the 5 a Day approach) should be used to support all children</p>	<ul style="list-style-type: none"> - How can we ensure that drops in progress are identified promptly and addressed by staff? – Twice termly meetings with teachers to discuss the progress of SEND children; Provision Maps reviewed termly and actions/outcomes adjusted to ensure they are personalised - How can we develop Speech, Language and Communication skills across the school? - RWI, NELI and other SALT interventions have been implemented and are working well. This will be ongoing. Colourful Semantics is being used to support children. Zones of Regulation is a school-wide approach to help children regulate their emotions, so that they are ready to learn. Support from the school SALT service has helped develop interventions. PINS project supported neurodiversity-friendly classrooms. - How can adaptive teaching practices be used to support children to access class-based learning? –Staff meetings used to share the Ordinarily Available Provision document. Use of universal strategies in the classroom that support all children, not just SEND (e.g.: class task boards).

What is progress like within this subject?

Check Point Data for Summer 2025

		Reading	Writing	Maths	Combined
Year 1	Beetles	17%	0%	50%	0%
	Ladybirds	33%	33%	33%	33%
	Year	22%	11%	44%	11%
Year 2	Caterpillars	100%	0%	100%	0%
	Dragonflies	0%	14%	14%	0%
	Year	13%	13%	25%	0%
Year 3	Owls	0%	0%	0%	0%
	Robins	0%	0%	0%	0%
	Year	0%	0%	0%	0%

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Year 4	Kingfishers	14%	0%	43%	0%
	Woodpeckers	17%	17%	17%	17%
	Year	15%	8%	31%	8%
Year 5	Penguins	27%	9%	36%	9%
	Puffins	29%	14%	29%	14%
	Year	28%	11%	33%	11%
Year 6	Falcons	57%	29%	43%	29%
	Hawks	33%	33%	33%	33%
	Year	50%	30%	40%	30%

How much funding did you receive this year and what was it spent on?

Curriculum resources (eg: adapted stationery, sensory supports, items recommended by external professionals for individual children...)

SEND ICT resources (eg: software licences)

External consultancy fees (Eg: REMA ...)

How does your subject area help to further develop SMSC (Learning for Life) in and around the school?

- Staff in school aim to support the children to develop confidence in their learning and in themselves.
- Children learn about each other, themselves and the wider community during sessions
- Children with Social, Emotional and Mental Health difficulties learn how to interact in a social group and how to express their own needs and be aware of the needs of others. Zones of Regulation will also help them develop strategies to manage their emotional regulation.
- Self-regulation is a key area for the children and they are supported in this through the curriculum (adult and child led – continuous provision) and in their high-quality daily interactions with staff.

How are Fundamental British Values promoted within your subject?

- In our policies
- Posters around the school
- Ensuring diversity and acceptance
- Speaking about the British Values during session

If you could change/ develop one thing in this area what would it be and why?

In Autumn term, the focus will be on further developing communication friendly classrooms, particularly ensuring that these support the neurodiverse children

What will be the three key resources you will be bidding for this year and why?

- Further resources to support SEND pupils in class (e.g.: sensory equipment)
- Assessments to use internally with children (including licences)
- External support (e.g.: REMA). Clinics from external agencies offer support strategies

Subject Web: Why do we teach what we teach?

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We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring, kind and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Every child is entitled to a broad and balanced curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. We pledge to offer a range of exciting learning and life experiences.

To implement this, the children need to understand their own mental health and how to manage it. They need to realise their own potential and feel motivated, enthused and encouraged to strive towards it.

They need to understand that they are independent individuals who, through small steps of achievement, can reach their goals and dreams. However, to do this, they must be confident, will to take risks, recognise their emotions and know which will help them and which will hinder them and know how to manage them. They need to develop social skills and social understanding so that they are able to contribute to society and work with others in order to succeed, and help others to succeed. They must also recognise that they will, one day, be the parents of the next generation and this generation will thrive with confident, well-balanced and skilled parents.

6 Key Skills

1. Resilience in learning and confidence to try new things
2. Becoming an independent learner, who can ask for help when needed
3. Able to manage emotions and self-regulate
4. Able to work with others and listen to their views
5. Be inquisitive and excited in the world around them
6. Be kind

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

- Positive towards challenges and new activities
- Resourceful, independent, confident and happy
- Love of learning, inquisitive, motivated, ambitious
- Able to understand their own feelings and others' and increasingly manage their own behaviour and actions accordingly. Ready to listen to others.
- A resilient learner who perseveres when faced with difficulties or set backs
- Kind
- Willing to take risks, but can also see and manage risks appropriately

What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress

Children work on their provision map targets regularly with an adult. They receive constant verbal feedback and specific praise.

Provision Map stamps are given to every teacher and HLTA to use in the children's books, in order to easily identify when they are working towards their targets. Staff can also use the 'Provision Map' marker on Seesaw, for times when alternative means of recording might be needed.

Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives?

Yes. SEND underpins all the priorities in the SDP, as it deals with the progress made by some of the most vulnerable learners in all curriculum subjects.

Vulnerable groups are identified and will be targeted (gap plugging (short bursts), conferencing, adaptations within the

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<p>Fast Feedback stamp system shows at a glance the level of support the child has received in a lesson. This is also a way to track how often the child has had time working with the class teacher.</p> <p>Targeted/adapted questioning is used throughout the school (1:1, in groups and at whole class level) to support and develop the learning of SEND children.</p> <p>Personal, 1:1 or small group social skills verbal feedback.</p> <p>Across the school, the Zones of Regulation resources are being used to support children. Staff can help them identify the emotions that are preventing them from learning and they can easily access strategies in colour-coded trays to help them 'get ready' more quickly.</p> <p>Emotion Coaching is a 'fast feedback' intervention for immediate response to SEMH needs, which can be used alongside the Zones of Regulation. Staff are trained to use this and it has made a significant impact on instances of emotional dysregulation in class.</p> <p>Staff are trained to give praise and feedback on children's behaviour as they work with them.</p> <p>Golden Rules and PRIDE are referred to.</p> <p>Some children have behaviour charts, which have specific targets and the children have feedback immediately on these targets. Stickers are achieved that work towards a reward at the end of the session, morning or day, depending on the age and understanding of the child. Those children on behaviour plans have shown vast improvements and are taken off behaviour charts within a short time (less than a half of term). The strategies, however, usually stay in place and may gradually decrease as the child ages.</p>	<p>planning, tutor-led catch up) to ensure progress.</p> <p>All staff will share responsibility for delivering high quality teaching and learning; this shared responsibility will result in a deeper understanding of teaching and learning at Westfield Primary School for all, so that data outcomes at least meet predictions and where needed accelerated progress is recorded during progress meetings</p> <p>A range of effective interventions, adaptations and strategies are used so that Disadvantaged Pupils, SEND pupils and pupils who have fallen behind will make better than expected progress from their starting points, evidenced in cohort data outcomes against predictions.</p> <p>SENDCo and Inclusion Team will carry out Quality Assurance to ensure SEND pupils are having their needs met, and work is being adapted so that they can meet their Provision Map targets, and make at least expected progress</p> <p>School-wide Zones of Regulation approach helps children to understand and regulate their own emotions.</p> <p>Mindworks Surrey, the emotional well-being and mental health service, is understood by staff and used effectively to support and signpost our pupils and parents.</p> <p>All staff receive regular Child Protection training and updates so that there is a shared responsibility for safeguarding.</p> <p>Well-being of staff and children is articulated and understood across all stakeholders e.g. through delivery of workshops, updating of staff policies, sharing through newsletter and the website to parents.</p> <p>SEND training for staff</p> <ul style="list-style-type: none">Inclusive classroom practiceAdaptive teachingEffective use of teaching assistantsNational College online courses to provide information about SEND and SafeguardingEBSNAPhonics and Speech for TAs
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	<p>ADHD</p> <p>SEND Quality Assurance Throughout 2024-25, SENCO QA has focused on Provision Map targets and classroom environment. The PINS project has supported with this and evaluation has been done through the Surrey Inclusion Framework and Evaluate My School.</p>
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