



Westende Junior School

Special Educational Needs Information Report

What kind of special educational needs and/or disabilities (SEND) are provided for at Westende Junior School?

Westende Junior School is an inclusive, mainstream school with an Autistic Spectrum Condition resource (The Acorns). At Westende Junior School and the Acorns Resource we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

Although the needs of children and young people often cross more than one 'area of need', the Code of Practice 2015 uses four main categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

How does the school identify children with special educational needs?

It is the responsibility of all schools to provide a high standard of teaching and holistic support for all pupils. We believe that it is particularly important that pupils who have most difficulty with their learning are taught using a quality first teaching approach. Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. In our school we believe that all teachers are teachers of pupils who have special educational needs.

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response.'

- Class teachers complete a 'Request for SEND support' form
- Class teachers carry out a clear analysis of the pupil's needs supported by the SENDCo.

The analysis will include data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff.

Where behaviour is an area of concern we use a Behaviour Support Plan which draws on an analysis of Antecedents, Behaviour and Consequences.

We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions.

We provide support which may include differentiation, additional programmes, small group and/or individual support. The class teacher retains the responsibility for the learning of the pupil, even if the pupil is receiving support away from the rest of the class, for example, in a small group.

We review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer.

Where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved. Where assessment indicates that specialist services are required, we make referrals and draw up a SEND Support Plan.

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[How do we know how children with SEND are doing at Westende Junior School?](#)

The child's class teacher will 'Plan, Do and Review' the learning of every child in their class. The class teacher will regularly observe and assess the child and will then plan an engaging and challenging curriculum accordingly. We believe in high quality teaching whereby the child's class teacher is best placed to plan and guide the child's learning.

Westende Junior School has a SENDCO, who is responsible for special educational needs, and will endeavour that children with additional learning needs make progress. It is her job to oversee all the additional support given, monitor the impact of this support and to review, where necessary.

SEND pupils will have a SEND Support Plan which identifies pupil need and records how the need is being addressed. For pupils with an Educational Health Care Plan, an Individual Education Plan (IEP) will be devised by the class teacher alongside the SENDCO, Learning Support Assistants, pupils and parents/carers. The SEND Support Plan and the Individual Education Plan are working documents and are under constant review and are subject to update at any time.

What are the arrangements for consulting children with SEND and involving them in their education?

At Westende Junior School and the Acorns Resource we consult all pupils through our joint aspirations for maximising their progress and outcomes. Regular feedback, both written and verbal, setting appropriate differentiated targets and supporting them to achieve their goals forms part of this on-going commitment to support them with their individual needs.

In addition, where pupils have special educational needs we ensure that, where possible and appropriate, children are included at some point in the consultation we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their support plan. All targets and intended outcomes are shared with children and children are encouraged to advise where they feel it needs adapting. Pupils with an EHC Plan will be involved in their review meetings.

What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

The child's progress is continually monitored by his/her Class Teacher. Progress is reviewed formally every term. Next steps in learning are shared with each pupil.

At the end of Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

SEND Individual Education Plans and SEND Support Plans will be updated termly, however, these are working documents and will be under constant review, and are subject to update at any time.

Children with an EHCP will have progress discussed at an Annual Review with all the adults who are involved with the child's education. The SENDCo monitors the progress of interventions children have participated in.

If the child has been observed or assessed by an external agency, a review meeting with the external agency and school will take place.

What arrangements are there for supporting children in moving between phases of education?

Transition is ever present in our planning for pupils as we are constantly aware of the skills needed in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for the next stage of education and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

In preparation for joining Westende Junior School we help to prepare all pupils for the next stage in their learning by:

- liaising with their infant school;
- planning transition programmes including additional visits for the pupil and family;
- providing booklets with team information and/or photos;
- meeting with families and specialist services involved with them;
- SENDCO and/or Head teacher to attend TAFs, reviews etc.

In preparation for joining the next stage within school, e.g class or key stage, we pass on information to the new teacher in advance and all SEND Support plans and SEND Support Plans are shared. When needed, transition programmes are devised. Photos of key adults and places are provided and the teacher will visit the pupil in their current setting or team area. Parents are introduced to new teacher/ LSAs if appropriate.

In preparation for Secondary School:

- the SENDCo will organise and support any pupils requiring additional visits;
- the SENDCo liaises with the SENDCo at secondary school
- where possible, the secondary SENDCo is invited to Year 6 Annual Reviews
- vulnerable transition days are organised with Secondary settings;
- secondary staff visit pupils and staff at Westende Junior School.

How does Westende Junior School approach the teaching of children with SEND and how are adaptations made to the curriculum and learning environment?

At Westende Junior School and the Acorns Resource we believe that all children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs. Different children will require different levels of support at different times during their school journey. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

Our priority is to ensure that the quality of teaching is high throughout the school. and that children with SEND are catered for appropriately.

We expect that:

- teachers have high expectations for what our SEND pupils can achieve;
- each lesson is considered in relation to the needs of all the pupils in the classroom;
- that teachers support each other by sharing their areas of SEND expertise in order to meet the needs of all our pupils;
- teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes;
- teachers and teaching assistants work closely together in targeting pupils whose assessment has indicated that they are making less than expected progress.

The school takes advice from experts regarding specialist equipment and adaptations in order for children to access the curriculum.

Special arrangements can be made for tests, where necessary, including the use of a scribe, reader or the provision of additional time.

The building at Westende Junior School can cater for wheelchair users and those with mobility difficulties. The school has a disabled toilet and wet room. The Acorns Resource has a sensory room, two large, well resourced classrooms and two further small rooms which can be used for individual learning.

What expertise and training do staff have to support children with SEND?

At Westende Junior School we have a dedicated SENDCo, Mrs Robinson. She is a fully qualified teacher with experience of teaching and managing, from Early Years Foundation Stage to Year 8 pupils. She holds the National Award for SEN Co-ordination, a Master's Degree in Special and Inclusive Education and a Post Graduate Certificate in the Theory and Practice of Nurture. She has conducted research projects in dyslexia, autism and behaviour management and provided training across a number of authorities. Mrs Robinson has a range of experience in dealing with pupils with learning needs, social, emotional and behavioural needs, physical and sensory needs, having taught in both mainstream and special schools. When necessary, advice from external agencies and outreach are sought.

Children in the Acorns Resource are taught by qualified teachers who are experienced in teaching children with Autistic Spectrum Condition (ASC). Mrs Robinson is responsible for attending regular update meetings and briefings within The Circle Trust, the Local Area Authority and with Outside Education Providers, and shares these with staff. The team of Learning Support Assistants meet with her to discuss training and essential information regarding pupils and intervention strategies.

We are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary. Teachers and Learning Support Assistants are given opportunities to attend courses and training. Courses include: nurture assistant training, dyslexia training, speech and language support and occupational therapy support, sensory processing training, Makaton foundation course, autism training, Pupil Champion training, positive handling and pathological avoidance disorder.

SEND Surgeries are provided by the LA to support staff termly. Whole staff training is organised according to need.

How is the effectiveness of the provision evaluated?

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its effectiveness by measuring the outcomes achieved by the pupil and take into account the cost of the intervention. When a new intervention is started, a baseline assessment will be carried out. An intervention will usually run for approximately 10 weeks or one school term before it is re-assessed and progress is measured. In consultation with the SENDCo, the class teacher will measure the impact the intervention has had on progress and whether the outcomes for the intervention have been achieved. This will then be discussed with parents and the child, and decisions on the next steps will take place at a SEND support review meeting. External agencies can be involved in the monitoring of the effectiveness of an intervention. This is dependent upon the level of pupil need.

Our Local Advisory Board is closely involved at every stage in monitoring the effectiveness of our SEND provision. This includes our link SEND advisor:

- having meetings with the SENDCo;
- discussing provision with pupils with SEND;
- Local Advisors' involvement in the review of the SEND policy;
- Local Advisors' involvement in writing the annual SEND information report.

How are children with SEND fully included at Westende Junior School?

The child will be fully integrated into the life of the school and curriculum. We recognise the strengths of every child as an individual and endeavour they contribute to the social and cultural activities in school. We work closely with external agencies or specialist teachers to complete risk assessments for children with additional needs, and in advance of any off site activity, such as swimming, a school visit or residential trip.

We endeavour that all our pupils, but particularly those with SEND are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. Preparation plans and additional meetings have been put in place for residential trips, ensuring that a child can be fully included. On some occasions external agencies may be involved.

Assigning additional adults and pre-visits can be arranged. Pupils with SEND are given the opportunity to participate in Specialist SEND sporting events.

What support is available to promote the emotional and social development of children with SEND?

We are an inclusive school; we welcome and celebrate diversity. The class teacher has overall responsibility for the child's wellbeing whilst in school, and as such will be the first point of contact. The class teacher can liaise with the SENDCo for additional support with any pastoral, medical or social care. On occasion, it may be appropriate to contact outside agencies.

As part of the Acorns' resource ASC provision, a weekly session is delivered by trained teachers and support staff, to provide a differentiated social skills curriculum. This curriculum is developed through the 'Zones of Regulation' (Kuypers, L.M 2011), which is designed to develop our ASC pupils' self-regulation and support their emotional control. In this session, games and group challenges also offer opportunities to develop social communication skills.

Specialist Nurture Sessions are held on an individual or group basis for pupils displaying a need for support in their social and/or emotional mental health. The Boxall Profile is used by the SENDCO and school staff to highlight a particular area of need, set a baseline and monitor progress.

What professionals and specialist practitioners are Westende Junior School able to access?

If a need is identified, we have access to the following services. This is based on the needs of the child e.g. attainment & progress:

School Nurse
Educational Psychology Service
Education Welfare Officer
Learning Support Service
Occupational Therapist
Physiotherapists
CAMHS
Speech and Language Therapist
ASSIST-Autism Outreach Service
Sensory Consortium for pupils with visual or hearing needs
Foundry College- behaviour Support
Addington Outreach

Virtual Headteacher for children who are looked-after by the Local Authority
*Alternative provision for therapeutic learning support e.g. JACs

**Referrals to these support services are subject to their own guidelines and time frames.*

Available for both parents and professionals to access information:
Children and Young People's Integrated Therapies (CYPIT) [Toolkits](#)

What further support do we offer parents and carers?

Parents are given the opportunity to meet with the SENDCO and other parents/carers to offer advice and support at coffee mornings. A WHATsAPP group links Westende and Westcott parents and carers.

What are the arrangements for handling complaints about SEND provision?

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the class teacher. If this does not resolve the situation, then see the SENDCo and/or the Head teacher.

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