



Westfield School

Special Educational Needs Information Report



About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk/localoffer

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report links to our SEND policy. For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.

Who do I contact about my child's special educational needs?

Your first point of contact at school is the child's class teacher.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational need, including those who have Education, Health and Care plans (EHCP). They also provide professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Our SENCO is Mrs Jasmin Maier. To arrange a meeting either phone the school or speak to the office staff who can book an appointment with her.

Which children does the school provide for?

Westfield School is a maintained primary school and admits pupils from age 4 to 11.



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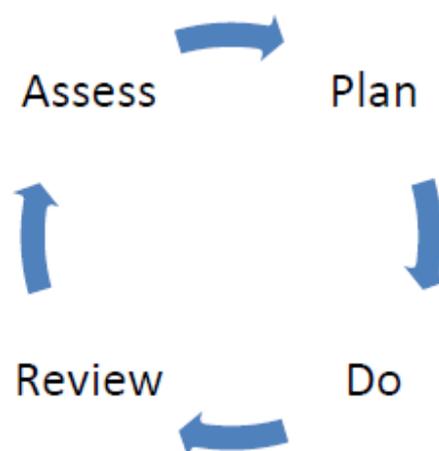
We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with an Education Health and Care Plan (EHCP), this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. If you require further information please have a look at:

- Westfield School Admissions Policy
- School Admissions Information on www.eastsussex.gov.uk

Summary of how the school meets the needs of children with SEN and disabilities (SEND)

Quality first teaching and additional interventions are defined through our ongoing discussion across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning all our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. For further information please have a look at our *Teaching & Learning Policy*.



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Assess: Our children are formally assessed and levelled in Maths and English every term to measure progress and look for gaps in learning. Discussions are then held between the class teacher and a member of the senior leadership team (SLT) to ensure that children not making progress receive support to move them forward if necessary. These pupil progress meetings are recorded and shared with the whole SLT.

Assessment for learning occurs in each lesson to inform planning and ensure that the children are receiving the input they need to challenge them at the right level. Self-selection of tasks is encouraged in some lessons to allow the children to consolidate learning and set their level of challenge in line with our school vision of high expectations. All adults working within the classroom feed into this process as part of the team working towards our children reaching their full potential. Discussion with parents also supports our knowledge of the children through informal meetings, parent consultations, additional needs plan meetings and Annual Reviews.

Plan: Teachers plan lessons based on assessment of the children's needs and gaps in learning. These may be adapted as the week progresses to provide more challenge or more support depending upon the children's understanding and rate of development.

Do: Class teachers deliver lessons with the support of teaching assistants in each class. A range of support is provided for children with different needs including additional adult support to focus, rephrase, prompt or provide pre-learning of concepts or vocabulary; visual cues or physical resources to aid access and understanding of the lesson. Higher Level Teaching Assistants may also deliver lessons if a teacher is not present. This is always informed by the teacher's planning and resources.

Review: Planning is reviewed daily by the teacher based on their assessments of children in lessons and feedback from other adults in class. The SLT which includes English and Maths leads, as well as the SENCO, work alongside teachers to support planning where needs arise. Pupil Progress Meetings take place with members of SLT to closely monitor individual children's development and look at levels of support as appropriate. This enables us to review practice and adapt to individual's needs as they arise.



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How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** - including speech and language difficulties and autism. Children have their needs evaluated on an individual basis due to the broad range and types of need these may encompass. Additional pastoral or physical resources may be put in place to support social or learning needs. In some cases additional adult support may be needed to ensure social difficulties are minimised, sensory issues are monitored and addressed and that learning is taking place within the child's ability. The school works closely with CLASS, the East Sussex Communication, Language and Autism Support. A visiting teacher offers support to class teachers and TAs as and when the need arises.

All Reception children are assessed in Term 1, using *Speechlink* and if required *Languagelink* to ascertain their needs. Pupils that join the school at other times in the year are assessed when concerns are raised by the class teacher. When the school's Speech and Language Teaching Assistant (SEN TA) feels that they require more support with the child then they will be referred to the National Health Service (NHS). Parent support will be sought at this point. This will also include meetings with parents at various times of the year dependent on the need of their individual child. These are with the SENCO, Speech and Language TA or Speech Therapist. Interventions are delivered often and in small chunks to reflect best practice. Interventions for Speech and Language difficulties include 1:1 and small group work, this may be within the classroom or in a quiet room depending on the area of need.

- **Cognition and learning** - including developmental delay, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Westfield School has a TA who has completed training in



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Supporting Children with Dyslexia. Dyslexia screening tests are completed by the SEN TA or SENCO to ascertain gaps in learning. Programmes of support are put in place for children who require it. For those pupils who are not 'at risk' but show gaps in their learning we use a range of strategies, resources and teaching styles that support children with dyslexia, in order to provide best practice for all children in our setting and consequently to allow all to access the curriculum. These strategies are embedded in teaching across the school and support children at all stages of learning to maximise their progress. Alongside this, regular Pupil Progress meetings enable us to put support in quickly where a gap is developing between a child and their peers. During these meetings we look closely at children with learning difficulties. We explore how effective their current support is, whether other areas have been highlighted as a challenge for them and whether any further resources or interventions are needed to accelerate their progress and allow them to meet their full potential.

- **Social, emotional and mental health difficulties** - including difficulties with behaviour, attention deficit hyperactive disorder, attachment disorder or anxiety. The school has two members of staff who are fully trained THRIVE practitioners to support children across the school with Social, Emotional or Mental Health Difficulties. Whole school assessments are being completed regularly and the school has identified pupils for additional input. The Thrive programme highlights all children with challenges in this area rather than just the children whose behaviour communicates clearly that they are struggling to control their emotions. Children who are withdrawn, anxious or who adapt too much to others' needs are identified through this programme. This allows us to support all children to feel safe and happy in order to learn effectively, fulfil their potential and take pride in their achievements.

At Westfield School, we also work with a number of different agencies to ensure our children have the support they need. We have a dedicated COPEs (Children's Outreach and Parents' Extended Support) practitioner who works with children identified by parents or school in need of additional emotional support. Difficulties addressed vary from self-esteem and confidence issues, relationship difficulties, the impact of significant life



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events (e.g. bereavement or family breakdowns) to anxiety, anger issues and Trauma.

The Educational, Social, Behaviour and Attendance Service (ESBAS) work with us to target children at a high level of need and support their emotional development.

The Virtual School for Looked after Children also works closely with us to ensure we are providing the best possible education for our children who are fostered, in care or adopted.

We believe that working closely with parents and carers is the best way to support our children.

- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning. The school works closely with a range of agencies to ensure that we provide appropriate care and support for children with Physical Needs.

At Westfield School we have staff trained in the Jump Ahead and Pindora's Box intervention programmes to ensure those still needing support with their fine or gross motor skills receive the support they need. Children taking part in the intervention programme work in small groups or 1:1 several times a week, focusing on their particular area of need to allow them to continue to make progress.

Children with Hearing Impairments are supported by the Hearing Impairment Outreach Teacher. The teacher offers support to class teachers and TAs and completes assessments on the children, which includes checking their hearing aids. Additional physical or personnel resources that are needed are offered to pupils to ensure personalised learning and support in order to allow each child to reach their full potential.

A range of resources are deployed to support children with Sensory Needs. Those with lower level challenges may have a fiddle toy to keep them focused during times they need to sit, interact and listen. Additional adult support may also be used to rephrase information and instructions or refocus children during this time. Greater needs may be supported by writing slopes or textured cushions. Children with a high sensory challenge will be referred to the Occupational Therapy Service.



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For all children with a high level of need, personalised plans are put in place and regular meetings take place with parents and support staff to evaluate effectiveness. These are then adapted over time.

As of October 2017, we have 29 children receiving some form of SEND support.

How does the school teach and support children with SEND?

All children are included in high quality wave one teaching which includes those pupils with SEND. If further support is required then wave two (additional small group intervention to enable children to work at age related levels) or wave three support (highly personalised interventions for a minority of children, this may include support from outside specialist teachers and additional one-to-one) will be offered to the pupil in discussion with their parent.

Pupil Progress meetings take place throughout the year by members of the SLT. This ensures that children who are falling behind or have stopped making progress can immediately be picked up and interventions be put in place where appropriate. Data is analysed by members of the SLT, to look at vulnerable groups within school as well as the impact of interventions on progress and where changes need to be made.

We have internal processes for monitoring quality of provision and assessment of need.

We assess each pupil's skills and level of attainment when they start at the school and continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEND Co-ordinator (SENCO) may then complete pupil observations to ascertain the support needed for the child, which includes identify areas for development for both the class teacher and the pupils in consultation with them. If further support is required the school may refer to an outside agency.

TA training takes place as and when needed to ensure that staff have the confidence to manage and support our children within school. Their input



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is taken into account with regard to the effectiveness of the intervention and adaptations are made to maximise the impact.

We have a Speech and Language Therapist who visits the school once each term. She supports us in assessing children and providing targeted programmes for children with Speech and Language and Communication Needs. These specialist interventions are then carried out by our qualified SEN TA, Mrs Phillips, who is also trained in administering Dyslexia Screening Tests.

Trained TAs also run LEGO Therapy groups which develop children's communication skills as well as concentration skills.

In order to support children with gross and fine motor skills difficulties, as well as other sensory needs, we work with the Occupational Therapy Department from the University of Brighton and provide placements for third year OT students. These students devise and introduce programmes for children, which can then be followed on by our trained TAs.

Currently we have Sensory Circuits Programmes for KS1 and KS2, which supports children with fine and gross motor skills as well as their concentration in class. Jump ahead and Pindora's Box are additional motor skills programmes which we run in school.

How will the curriculum and learning environment be matched to my child's needs?

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils which is included in our school vision.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'.

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We use our Assessment Policy to do this. We talk with children and parents as part of the SEN support cycle (*assess, plan, do and review*)



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How are parents and carers involved in reviewing children's progress and planning support?

As a school, we believe that parents are the experts on their children and by working with them we can support pupils in their education. All parents are encouraged to contribute to their child's education through regular and informal meetings, both with the class teacher and with the SENCO.

Westfield School feels that Additional Needs Plans and Assess, Plan, Do Review Cycles have been an effective way in which parents, pupil and teachers can share and implement support for pupils. Additional Needs Plans are reviewed three times a year with parents, teachers, teaching assistants, pupils and SENCO. Those pupils with EHCPs are reviewed at least three times a year including their annual review. Targets from the Assess, plan, do cycle are reviewed termly.

How are children involved in reviewing their progress and planning support?

As part of the school based planning reviews and alongside Annual Reviews for EHCPs and Statements, pupils have the opportunity to voice their views and be involved in meetings. The school use the format from One Page Profiles to gain an insight in the child's needs. Pupil voice questionnaires are also used at times before interventions to gain pupils views before writing specific support for them. Below is a table of other ways in which pupil's and parents views are sought.

Action/Event	Who's involved	Frequency
Parents Meetings	Class teachers, SENCO and other SLT available for questions and discussion around needs and provision	Term 1 and 5
Drop in sessions to allow parents to ask questions, feedback difficulties or progress	SENCO	As requested by parents



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and ask for signposting to outside agencies if needed		
Annual Review Meetings for Statemented (EHCP) Children	SENCO, Class Teachers, 1:1 support and Outside Agencies where appropriate	Once a year
Additional Needs Plan meetings	SENCo, Class Teacher and TA, Parents, Pupils	Three times yearly
School Report	Class Teacher	Term 6
PupilVoice Questionnaires	SENCO, TA, Class Teacher, Pupils	As required

How will the school prepare and support my child to transfer to a new school or the next stage of education and life?

Each pupil will be looked at individually and offered the support which they require in social stories, as well as small group support that is focusing on changes and building resilience, which is run by a trained TA or the SENCO and is in addition to the transition days offered by secondary schools. This may include, but is not limited to, extra visits to their secondary school, consultation with teachers, teaching assistants, parents and the pupil themselves.

For those pupils with an EHCP, discussions will be held in Year 5 to ascertain the correct placement for the pupil. This will involve a review of the EHCP with parents, teachers, pupil and the SENCO. This information will then be sent to the East Sussex SEN caseworker for discussion at the Special School panel if a special school placement is considered the 'best fit' for transition. Placements will be offered on a merit system, rather simply due to parental choice. If a mainstream placement is requested, then this will be considered by the secondary school chosen by the parents. A purple application form will be sent to parents of pupils with an EHCP, this is different to the form for other pupils and gives priority to their choice of secondary school. All transfer arrangements are dealt with by East Sussex.

What training do school staff have?



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Mrs J Maier has completed the Accreditation for Special Educational Needs Co-ordinators. Mrs L Pocock and Ms S Thunder are the trained THRIVE practitioners for the school. Mrs C Phillips has completed the Level 4 training in *Supporting pupils with Speech and Language Needs*.

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. Training is based on priorities in the School Development Plan.

All staff have a weekly meeting where on-going training is completed. We are committed to developing the ongoing expertise of our staff.

The school recently invested in Makaton Training and all our Teachers and Teaching Assistance have now completed Level 1.

How does the school measure how well it teaches and supports children with SEND?

Teaching Assistant Appraisals are based on the progress of the children they work with. Interventions take place at an appropriate time for the child and teacher, where children are targeted for support in Maths, English, Speech and Language, Physical Development or additional Emotional and Social Support.

Some children have 1:1 support (INA/SEN TA) at times throughout the day. These may change annually to prevent the children becoming reliant upon one adult, but this is flexible depending on the needs of the individual child. INAs/SEN TAs are encouraged to support the child to achieve their highest level but step away when the child is achieving independently to support them in experiencing success and feeling pride in their achievements.

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. The SEN budget is used for the following:

- Teaching Assistant staff
- Language Link /Speech Link
- Speech and Language Therapist Support



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- Educational Psychologist Services Support
- ESBAS support
- COPEs (Children's Outreach and Parent's Extended Support) Emotional Support
- CLASS (Communication, Language and Autism Support Service)
- General resources
- Training staff

We believe this has benefited our children and their families in the following ways:

- Additional learning for targeted pupils in English and Maths
- Early identification of need and provision for Speech and Language, Maths or Literacy difficulties as well as Physical and Fine Motor Skill Development
- Provided support for parents and carers for children with additional needs and disabilities
- Provided emotional support for children with a range of needs, including whole class, small group and 1:1 support

We invite parents to provide feedback at meetings and engagement activities as well as at parents' consultation evenings. Parents are also encouraged to state their views on the Ofsted parent view website.

<https://parentview.ofsted.gov.uk/>

How accessible is the school and how does the school arrange equipment or facilities children need?

As a school, we are aware of the Equalities Act and make reasonable adjustments to include all pupils despite their needs. This may include resources, staffing or any other support a pupil may need. The school complies with the Disability Discrimination Act. This is consistent with the school's aims and Equality Policy, and the operation of the school's Inclusion & SEND Policy. The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.



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The school has an Accessibility Plan which reviews how the school is improving the access to the physical environment in the short, medium and long term. A Health Care Plan will be written for any pupils requiring one and shared with staff. There is also a policy on Administering Medicines in the school as well as a Nappy Changing Policy.

How will my child be included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure all our pupils engage fully in the life of the school and in any wider community activity.

What support will there be for my child's overall well-being, and their emotional, mental and social development?

Westfield is a THRIVE school. We follow the THRIVE agenda and work hard in supporting all our children to become happy, healthy and confident individuals who are open to learn. In addition to the whole school approach we offer 1:1 and small group support to pupils who require additional support with their emotional, mental and social development. This is offered in a range of ways to the children by Mrs L Pocock, the Deputy Head and Ms S Thunder, the school's THRIVE TA.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEND support planning cycle of assess, plan, do and review.

At times, we may feel that we require further help with a child's needs. At this point in discussion with parents, a referral to an external agency for example Child and Adolescent Mental Health Services or Education Support (CAMHS) or Behaviour and Attendance Service (ESBAS) will be made.

What specialist services does the school use to support children and their families?



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The school has a range of external agencies which it works in partnership with. These include education, health, social care and community and voluntary services.

As part of the cycle of SEND supports (*assess, plan, do and review*) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always part of any decision to involve specialists.

Agencies we have regular contact with include:

- Child Development Clinic at the Conquest Hospital
- Child and Adolescent Mental Health Service (CAHMS)
- Hearing Impairment Service
- Education Support, Behaviour and Attendance Support Service (ESBAS)
- Communication, Learning and Autism Support Service (CLASS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SaLT)
- Physiotherapy
- Travellers and English as an Additional Language Service
- Flexible Learning Support Service
- School Nursing Service

Where can I get information, advice and support?

Mrs C Phillips is the school's Parent Information Contact. She can be contacted by phone or by arranging a meeting in the school office. Mrs Phillips works Tuesday, Wednesday and Thursday. You can also find information on her noticeboard outside the SEND room.

The 'local offer' for East Sussex is available on www.eastsussex.gov.uk/localoffer

Amaze *Special Educational Needs and Disability Information, Advice and Support Service* offer impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers. They can be reached on 01273 772289 or by e-mailing eastsussex@amazebrighton.org.uk



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What do I do if I am not happy or if I want to complain?

Our complaints procedure is in line with East Sussex County Council Guidelines and is available via the school website.

Related Statutory policies for schools are:

- Supporting pupils with medical conditions
- Accessibility Plan
- Child Protection policy and procedures
- Early Years Foundation Stage
- Equality Information and Objectives statement

Relevant but non-statutory policies include

- Special Educational Needs Policy
- Pupil Premium
- Teaching and Learning
- Assessment
- Nappy Policy

Legislative Acts taken into account when compiling this report include

- Mental Capacity Act 2005
- Equality Act 2010
- Children and Families Act 2014

The SEN Information Report will be updated annually by the SENCO
Next review: December 2018