

Westfield School SEN Information Report – School Offer

Special Educational Needs (SEN) provided for at Westfield

- Our school works in partnership with DSPL4 (Developing Special Provision Area 4). In partnership we access training and support from all the schools and settings in our area. We also share information and good practice with each other. Transition is a high priority for us all and we will ensure your child’s educational journey is as smooth as possible.
- All children, regardless of their specific needs, are supported to make the best possible progress at Westfield.
- Hertfordshire Local Authority (LA) ensure LA schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.
- Westfield strives to be fully inclusive and children from the four broad areas of need are catered for.
- The broad areas of need being: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

The following questions are designed to help parents understand what Westfield offers children with SEN and how we support their families.

Question	Response
<i>How does the school know if the children need extra help and what should I do if I think my child may have Special Educational Needs?</i>	<ul style="list-style-type: none"> ➤ Targets are set in reading, writing and maths for each pupil, which are monitored termly. ➤ Class Teachers attend a pupil progress meeting each term with the school leaders to discuss the progress of every pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. The head teacher, teachers, TAs and SENCO will decide what strategies will be put in place in order for the identified pupils to reach their expected outcomes.

	<ul style="list-style-type: none"> ➤ Ongoing teacher assessment strategies are used in every lesson to determine progress and attainment. For example the teacher listens to how students answer questions and then marks the work they produce. ➤ Regular review meetings are held with the class teacher and SENCO to track progress towards outcomes and evaluate interventions. ➤ Governors are provided with attainment and progress information. They act as ‘critical friends’ and challenge staff to use their best endeavours to raise standards further.
<p><i>Who can I speak to in the school?</i></p>	<p>If you think your child may have Special Educational Needs, you can contact any of the staff members below. Westfield is committed to working in partnership with parents and will listen to any concerns parents may wish to raise.</p> <ul style="list-style-type: none"> ➤ Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about extra support (called interventions) or changes in approaches that may be needed. They plan extra support or try new approaches in their class when they are concerned about a child’s progress. The class teacher will ensure you are informed of any concerns they have about your child’s learning. They will support you to be a part of your child’s learning and make sure that you are involved in reviewing how they are progressing. ➤ Special Educational Needs & Disability Coordinator (SENCO) – Mr. Tim Bowden He is responsible for co-ordinating all the support for children with special educational needs or disabilities (SEND). He liaises with all the other people who may be coming into the school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. He is responsible for updating the school’s SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept. He also provides specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. His role also includes that of the schools Lead for Autism and the Lead for Mental Health. ➤ Mrs. Joanne Taylor and Mrs. Lesley Robinson are our SEN Teaching Assistants. They run extra support groups outside of class but also support some children to learn in class. Mrs. Taylor runs Speech and Language interventions in the school.

	<ul style="list-style-type: none"> ➤ Head Teacher – Mr. Tim Bowden He is responsible for the day to day management of all aspects of the school, including the support for children with SEND. Along with the SENCO he makes sure that the Governing Body is kept up to date about issues relating to SEND. The Head Teacher will give responsibility to the SENCo and Class Teachers, but is still responsible for ensuring that your child’s needs are met. ➤ SEND Governor – Mrs. Jacqueline Hicks is part of the Governing Body of Westfield and has a special interest in SEND. He meets regularly with the SENCo to keep updated about SEN at Westfield. ➤ Family Support Advisor – Sue Tigwell. Supports families who may be experiencing difficulties such as financial problems or domestic violence, etc. Parents can contact her directly on: 07592 577 516 or may speak to the school office. ➤ Windmills – Mrs Taylor and Mrs Tigwell with the assistance of Miss Maunders run a small part time nurture group. ➤ Parents are welcome to approach the school in person, initially via our friendly office staff or Class Teachers. Alternatively you can make contact with us by email or telephone: Email: admin@westfieldjm.herts.sch.uk. Telephone: 01992 465739
<p><i>How will school staff support my child?</i></p>	<p>a) Quality First Teaching.</p> <ul style="list-style-type: none"> ➤ All children at Westfield School follow the National Curriculum. ➤ Class Teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching. ➤ Teachers are skilled at adapting the curriculum to take account of the needs of individual pupils, for example by providing tasks at different levels that cater for the range of abilities within any one lesson. This is called ‘differentiation’. ➤ Your child will be provided with work at the right level for them. ➤ Sometimes your child will be supported by an adult in class individually or as part of a group, and sometimes they will be expected to work independently. This is true for all children in the school.

	<ul style="list-style-type: none"> ➤ Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class. <p>b) Extra Support Sessions</p> <ul style="list-style-type: none"> ➤ Children may be identified as benefitting from extra support called ‘intervention programmes’. Progress within these programmes is carefully monitored. ➤ The use of intervention programmes complements the Quality First Teaching that all children receive. ➤ A range of intervention programmes in the areas of English, Maths, Speech and Language, ELS and Social Emotional and Mental Health needs are available to support children in groups and one-to-one. ➤ The intervention programmes are run by Class Teachers, Class Teaching Assistants and SEN Teaching Assistants. ➤ The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review. ➤ The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. ➤ With your permission, the school may seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment. <p>c) Other Strategies used to support SEND</p> <ul style="list-style-type: none"> ➤ Children are involved in their own learning and are able to feed into the topic. ➤ Children have a learning pack. Children are able to choose at hand from a selection of equipment and resources to suit their learning style and needs.
--	---

	<ul style="list-style-type: none"> ➤ Children in KS1 and KS2 are put into random, mixed ability talk partners to enhance speaking and listening. ➤ Children in KS1 and KS2 learn without limits, allowing children to choose their level of challenge for all Maths and English activities. ➤ Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged. ➤ Working walls in classrooms support the learning of English and Maths. ➤ All classrooms have interactive displays. ➤ Mind Set displays, promote good mental wellbeing. ➤ Computing is used to support learning, including specific software programmes. ➤ Some children with more complex or severe SEN are allocated their own Learning Support Assistant (LSA). ➤ All classes have a visual timetable on display, where appropriate, which details the daily planned activities. Some pupils have their own visual timetable. ➤ The school's physical environment is accessible to all learners, including those with disabilities. ➤ Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, sound amplification systems and sloped writing desks. ➤ Year 6 pupils may be assessed to determine whether individuals may qualify for additional time in their SATs. ➤ Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines. ➤ School adheres to current access arrangements for Key Stage 1 and 2 statutory tests. ➤ Class Teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
--	---

	<ul style="list-style-type: none"> ➤ Booster and revision groups are run throughout the school year. ➤ A part-time Windmill group runs for children throughout the school. ➤ Lego therapy, child-centred play, speech and language, fine/gross motor skills, verbal reasoning and Social & life skill groups run throughout the school. ➤ A sensory room provides an oasis of relaxation which is vital for children’s emotional health, a place where they can rest and become interested in their environment. ➤ A disabled toilet is available.
<p><i>How and when will I be kept informed about how well my child is doing?</i> <i>Will I know if my child is not making progress?</i></p>	<ul style="list-style-type: none"> ➤ You will be kept informed by the Class Teacher if your child is not making progress. At first this may be informally during the course of the school year, or during parents’ evening. Or the teacher may prefer to arrange a meeting with you and the SENCo or Head Teacher. ➤ The school staff are available throughout the year to informally discuss progress with parents/carers as needed. Simply talk to your child’s teacher at the beginning or end of the day to arrange a convenient time. All parents are invited to parents’ evening twice yearly to discuss progress, attainment levels and expected outcomes with the Class Teacher and SENCo if appropriate. ➤ Children with SEN each have an Achievement Plan. An Achievement Plan focuses on the outcomes for the children by setting targets from any area of their learning or the curriculum, making the targets more child-centred. Focusing not only on improving areas of development but improving their strengths. The Achievement Plan reflects the child’s hopes and aspirations, and how best we at school can support their learning. It is an excellent tool to raise their self-esteem, as well as being a handy point of reference for any other adult who might work within the classroom. The Class Teachers monitor these targets and the outcomes will be discussed at the Achievement Plan review meetings. The voices of the pupil, their friends, teacher and their parent/carer are all valued and necessary in order to make the Achievement Plan process successful. ➤ Parents of children with SEN are invited to Achievement Plan review meetings once a term. ➤ Some children with SEN may have a Statement of Special Education Needs (Statement) or an Education and Health Care (EHC) plan.

	<ul style="list-style-type: none"> ➤ Children with Statements or EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided by outside agencies that are involved with the child and these are shared with the parents and the other professionals involved with the child. ➤ An annual report to parents/carers of all children in the school is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas. ➤ A Family Support Advisor is available to support families as needed. Parents may self-refer. See contact list above.
<p><i>What support will there be for my child's overall wellbeing?</i></p>	<ul style="list-style-type: none"> ➤ Here at Westfield we have a strong ethos of pastoral care. All staff take the children's wellbeing very seriously because we understand that children cannot learn and progress optimally if they have problems in other parts of their life. ➤ All classes follow a structured PHE (Personal, Social, Health and Emotional education) program called Jigsaw in their classes, which uses a mindfulness approach. ➤ All children at Westfield are expected to follow the school rules. Each class also has their own class rules which the children create at the beginning of the academic year. ➤ All classes have Golden Time on a Friday afternoon. This is a reward for good behaviour. ➤ Once a week the teachers select children who have behaved exceptionally well to go into The Golden Book. The Head Teacher congratulates these children during Friday assembly. They also write Purple Certificates once a week to children who have achieved exceptionally well in their learning which are also awarded in Friday assembly. ➤ MarvellousMe is used to inform parents of achievements and positive behaviour shown by their children. ➤ Family Support Advisor- to support families and children with difficulties, he takes children 1:1 or in small groups and teaches them protective behaviour strategies and other emotional skills. ➤ Breakfast, lunchtime, Windmills and after-school clubs e.g. sports activities, computer club.

	<ul style="list-style-type: none"> ➤ Additional support for children who are struggling at playtime; Midday Supervisory Assistants are always made aware of children who may be having some personal difficulties. ➤ Lesley Robinson, one of our SEN TAs, is trained in the use of social stories and concept cartoons. These help children understand how to behaviour in specific situations. ➤ Lego therapy, child-centred play, speech and language, verbal reasoning and Social & life skill groups run throughout the school. ➤ Home/School liaison books are used by teachers when felt necessary. ➤ Visual timetables/symbols help all children understand the school day. ➤ Anti- Bullying Policy and procedures – focus on vulnerable groups. ➤ E-safety and cyber bullying is addressed at an age appropriate level. ➤ Transition preparation helps all children move from one year to the next, and we have extra support for new children to the school (e.g. new Reception children, buddies for children new in the middle of the year) and for Year 6 children going to secondary School. ➤ The SENCo and Year 6 teacher will complete extra transition work for children with SEND moving to secondary school and likewise if a new child starts with SEND the SENDCo will be communicating with the SENCo at the child’s previous setting. ➤ Meet the teacher’ meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.
<p><i>What specialist services are available to the school?</i></p>	<p>Westfield works with a number of services including:</p> <ul style="list-style-type: none"> ❖ Educational Psychology Service ❖ Traveller Education Service ❖ Behaviour Support Service ❖ Speech and Language Therapy ❖ Communication Disorder Team (for children with Autism and similar conditions)

	<ul style="list-style-type: none"> ❖ Parent Partnership ❖ Occupational Therapy ❖ Physiotherapy ❖ School Nurse ❖ Child and Adolescent Mental Health Service (CAMHS) <ul style="list-style-type: none"> ➤ The SENCo liaises with Class Teachers, leadership team, Family Support Advisor and parents to prioritise referrals to these services. ➤ Referrals to services may also come about following pupil review meetings. ➤ Staff (usually the SENCo or Class Teacher) discusses the referral to a service with parents/carers. ➤ Parent's views will be sought and they may be invited or can request to meet with the service. ➤ Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.
<p><i>How will the school prepare and support my child, transfer to a new school or the next stage of their life?</i></p>	<p>Early Years Transition</p> <ul style="list-style-type: none"> ➤ SENCO or Class Teacher attend transition meetings for pupils with SEND making the transition from pre-school to Nursery or Reception. Class teacher visits child in setting. ➤ Parents are invited to a pre-admission meeting. ➤ Moving on at Year 6 ➤ Key staff and often some Year 7 students from the secondary school visit Westfield to speak to the Year 6 pupils transferring to their school. ➤ All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary. ➤ Additional visits to the secondary school may be arranged for individuals or groups e.g. those with SEND. ➤ Transition arrangements are planned at Year 6 Statement/Education, Health and Care Plan reviews. Secondary schools are invited to attend.

- SENCo attends Year 6 to Year 7 SEN transfer meetings.
- Use of social stories/transition books when appropriate.
- Class teacher/ SENCo meets with key staff from new school.
- One page profiles/communication passports for identified pupils are written for pupils to share with secondary schools.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help or prepare a one page profile for the new school.

Moving to Westfield

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books are made for children who would benefit.

	<p style="text-align: center;"><i>Policies</i></p> <ul style="list-style-type: none"> ➤ The following policies are available for parents to see in school: ➤ SEN policy ➤ Anti-bullying policy ➤ Behaviour policy ➤ Accessibility plan ➤ Intimate personal care
<p><i>How are the schools resources allocated and matched to children’s special educational needs?</i></p>	<p>The school is allocated an SEN budget from the Local Authority, Hertfordshire County Council. The funding is based on the number of children with SEN. The Head Teacher and Governing Body decide how this money is spent to ensure that it supports children to achieve their true potential. Our SEN funding is spent on a specialist teacher who is the SENCo, specialist Teaching Assistants as well as Teaching Assistants in each class. Special resources are also purchased where necessary. We also receive a Pupil Premium Grant for every child that is in receipt of Free School Meals or who has received Free School Meals in the last six years. These children receive support to ensure that they have the same opportunities and chance to succeed as children who are not in receipt of PPG. Some children with SEN will have extra funding allocated to them because their needs are more complex. This funding comes from the Hertfordshire Local Authority and the school applies for it if it is felt necessary.</p>
<p><i>How can I find out about the local authorities local offer of services and provision for children and young people with SEN?</i></p>	<p>Hertfordshire Local Authority offers a range of services and events for children and young people, please go to: www.hertsdirect.org/localoffer</p>