



Westbourne Primary School – SEND Information Report

Assessment, Planning and Review/Partnerships for Progress

How does the school know how well the child is doing? How will parents be kept informed about how well their child is doing? How regularly will parents be updated on their child's progress? Will the parents know if their child is not making progress and what will happen?

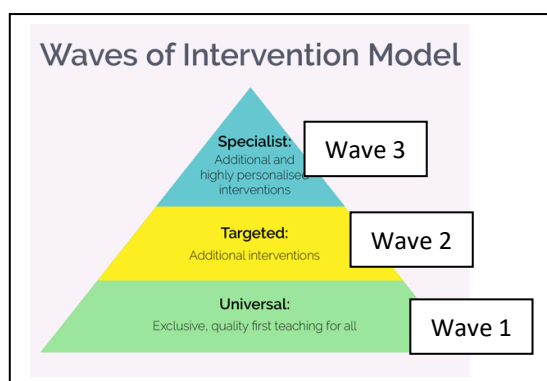
All children are assessed against the EYFS (Early Years Foundation Stage) statutory framework in the Early Years, against the KS1 curriculum in KS1 and the KS2 curriculum in KS2. Planning is always evaluated by class teachers for the next steps. Regular diagnostic marking and assessments identify the next steps for progress.

Pupil Progress Meetings take part throughout the year and are an opportunity for class teachers to discuss the progress of the children in their class with the Headteacher, members of the Senior Leadership Team, Phase Leaders and SENDCo.

Additional Support

Whereby a child is identified as not making expected progress, or their teacher feels that the child would benefit from extra support or intervention, they will look at ways in which they can support the child to overcome any barriers to learning they are facing.

At Westbourne, we have three levels of support a child can receive. These are called our 'Waves of Intervention'.



All teachers provide children with Universal Support (Wave 1) through Quality First Teaching (QTF). Quality First Teaching is a style of teaching that emphasises high-quality, inclusive teaching for all pupils in a class. Quality First Teaching includes scaffolded learning, adaptive teaching, specific strategies to support pupils' learning in class, ongoing formative assessment and, in short, is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils that need additional support or have SEND needs.

If QTF has been applied and the class teacher notices that a child is still not making expected progress alongside their peers, they will support the child through an intervention. An intervention is a short-term focused teaching programme aimed at particular pupils (or a

group of pupils) to help them with specific areas of learning. This **Targeted Support** aims to enable the child to meet the end of year expectations as set out in the National Curriculum. In order to monitor this intervention and support, the child would be placed onto an Individual Education Plan (IEP) and included on the school's SEND register.

An Individual Education Plan (IEP) is a detailed plan that sets out targets and strategies to help your child learn. An IEP will usually contain three or four individual, short-term targets for your child to focus on. The targets may relate to aspects of the curriculum (English, Maths etc) and/or they may focus on other areas such as engagement in class, behaviour or social skills.

Targets are set by class teachers as part of the IEP process and are specific for the individual child. The targets are discussed and agreed upon with parents. This ensures that all adults who work with the child are aware of the support the child is receiving and can support them. Teachers evaluate and review the impact of the child's IEP three times a year (October, February and May). Teachers use the Graduated Approach (Assess, Plan, Do, Review) to assess the impact of the targets and will write new targets if they feel it necessary.

Teachers regularly meet with the SENDCo to discuss concerns and next steps.

Please see the London Borough of Sutton's Graduated Approach website [here](#).

Curriculum and Teaching Methods

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of the child? How flexible can teachers be in meeting the needs of the child? Is there any additional support available to help the child reach his/her expected outcomes?

Westbourne follows the statutory framework for EYFS and the National Curriculum in KS1 and KS2. Termly topics have been set to ensure that the appropriate Programmes of Study (National Curriculum) and attainment targets for all subjects are covered. Teachers are encouraged to make reasonable adjustments for children who find the curriculum challenging. The child's learning will be scaffolded and adapted so that they can continue to access the curriculum for their year group.

The school has close links to all outside agencies in the Local Authority (Sutton) as well as a wealth of knowledge and resources to support children at each key stage. Each year, the school has two Parent Consultations, a Celebration of Learning afternoon, as well as mid and end of year reports. Teachers will contact parents more often if the need arises.

More information about our curriculum can be found on the school website:

<https://www.westbourne.sutton.sch.uk/curriculum/>

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments?

The school tries to ensure children feel as relaxed and prepared for tests and assessments to allow them to perform to the best of their ability. Teachers know the best working environment for the children they teach and therefore adjustments may be made during assessments e.g., seated in a quiet space, giving the child support from an adult, small groups, and in some cases, assessments may be adapted to match the level the children are working at.

For SATs, 25% additional time is automatically given to all children who have an Educational Health Care Plan (EHCP). If the school feel that the child qualifies for additional time (e.g. medical needs) in order to complete their SATs successfully, it will be applied for through the local authority. More information about access arrangements in SATs can be found at: <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements> .

Social and Emotional Support

*How does the school help the child to feel comfortable and safe and manage social situations?
How does the school help develop the child's social and emotional skills? What is the school's policy on bullying?*

The school has a comprehensive programme for personal and social development which is taught in PSHCE lessons using the 'Jigsaw' curriculum. Circle Time, partner work and group work are regularly planned, which helps to raise self-esteem and develop social skills.

PSHCE Curriculum - <https://www.westbourne.sutton.sch.uk/pshce-personal-social-health-citizenship-education/>

We also have multiple members of staff who are ELSA trained (Emotional Literacy Support Assistant). ELSA is a programme that lasts at least 6 weeks. The adults who are trained are very friendly and highly approachable; the children are always comfortable approaching them when needed. ELSA works very well in our school and the children feel very comfortable to discuss any worries or concerns with the adults. As ELSA workers work within the school, the support is there for the child as long as they may need it. Some children may only need a few weeks of talking and support, whereas others may need a longer to discuss why they feel the way they do. More information about ELSA can be found on our website: <https://www.westbourne.sutton.sch.uk/elsa-emotional-literacy-support-assistant-provisio/>

Another strategy to support children's emotional wellbeing is 'Social Stories'. Social Stories are written from the viewpoint of the child, therefore each story is tailored to the child individually. A Social Story can explore a variety of different subjects including feelings, behaviour, transitions etc. or any need that is specific to that child.

Additionally, children can also be referred to the NHS Speech and Language Team, NHS Occupational Therapy, Behaviour Support, Paving the Way or the Early Years Advisory Team if there are social and/or communication needs. If there are further needs, then parents have the chance to speak to a member of Behaviour Support/Paving the Way before the sessions start and when the sessions are completed. If Behaviour Support/Paving the Way feels that there are more concerns, then CAMHS (Child and Adolescent Mental Health Service) may need to be involved. As a school, we can go through the CAMHS process with parents and support the completion of any paperwork needed to make a referral.

Sutton CAMHS - <https://swlstg.nhs.uk/sutton>

The class teacher and SENDCo are always happy to talk to the parents about any concerns they may have for their child.

Our Anti-Bullying Policy is on our website. Bullying is not tolerated at Westbourne Primary School and if there are any cases of bullying it would be dealt with straight away. There are staff present on the playground at lunch and break times. Teachers also promote personal and social development through circle times and group work.

Anti-Bullying Policy - <https://www.westbourne.sutton.sch.uk/policies/>

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do children with disabilities access all lessons?

Our building is fully accessible with ramps, a lift and wide corridors. Children with disabilities can move around the school without having to worry and they can access all of the lessons and all areas of the school. Arrangements are made to suit individual children's needs.

Please see our Accessibility Plan for more information:

<https://www.westbourne.sutton.sch.uk/policies/>

Working with Outside Agencies

Who does the school work with? How are these accessed – referrals; criteria. How does the school work with other agencies? How are parents informed?

Lessons are planned and delivered with adaptive teaching and quality first teaching in mind so that work is tailored to the children's needs.

Westbourne Primary School works with a number of outside agencies including:

- Early Years SEND Advisory Team

SEND Information Report –Academic Year 2024-2025

- Educational Psychology Service
- Speech and Language Service (NHS/Cognus)
- Autism Service
- Special Educational Needs Team at the London Borough of Sutton
- Occupational Therapy Service (NHS/Cognus)
- Behaviour Support Team/Paving the Way
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)/Children's Wellbeing Service
- Early Help Team
- Jigsaw4u
- Paving the Way
- The Therapeutic Hub
- Sutton's Inclusion Team/Vulnerable Pupil Panel

The majority of the services listed above are accessed on a referral based process dependent on the child's needs. Please contact the school SENDCo for more information.

We work with outside agencies by:

- If a child is identified as not making progress, despite receiving targeted support and interventions, the school will set up a meeting to discuss this with parents in more detail. This meeting is usually with the class teacher and the SENDCo.
- School will listen to any concerns that parents may have and can help plan any additional support that the child will receive.
- Referrals to outside agencies are made in order to support a child's learning. This will be discussed and completed in consultation with parents.
- Referrals and all accompanying paperwork/evidence is then sent to the relevant outside agency.
- If the referral is accepted by the outside agency, they will contact the school/parents and may arrange to visit the school so they can observe/assess the child.
- Some outside agencies are school based support agencies such as the Speech, Language and Communication Needs Service, Behaviour Support Team/Paving the Way, Early Intervention Team and they usually work with the child weekly for a specified block of time which is usually for 6 weeks or they observe the child and train a member of staff at school to complete a programme of work. Parents will be informed prior to this support taking place.

Parents are informed if a SEND referral is to be made and only with the consent of parents will the referral be completed. Referrals to services are discussed with parents/carers by the SENDCo/class teacher.

Transition

How will the school help the child settle with confidence and manage change as they move between schools and year groups?

SEND Information Report –Academic Year 2024-2025

The school has a clear transition process. Children meet their new class teacher and have a classroom session before the start of the new year. Where appropriate, Social Stories or a transition booklet are used for children with EHCPs, autistic children or children who may be anxious about the start of a new year. This support will include a picture of their new teacher, teaching assistant, classroom, where they hang their coats, where the toilets are and other routines that are specific to their new year group. Parents should use this booklet during the summer holidays to help support their child with transitioning into their new class.

A 'Meet the Teacher' meeting will take place in the autumn term of the new academic year. This gives a chance for parents to find out about how their child will settle into their new classes and understand the expectations and arrangements for their child's year group e.g. PE dates, homework expectations, curriculum topics and reading expectations. These meetings are also a chance for the parents to ask any questions directly to the class teacher.

Identified pupils will have a number of additional visits to their new classroom and to the area of the school where their classroom will be to make the transition as smooth as possible.

The SENDCo attends a Year 6 transition afternoon to hand over information to secondary schools about identified children. Children with an Educational Health Care (EHC) plan will have a 'Transition Annual Review' during the summer term of Year 6 – the child's secondary school will be invited to this meeting so that interventions and support can be prepared prior to the child attending the school. Additional visits to the child's secondary school can also be arranged.

If a new child is joining the school, visits can be arranged and the previous school will be contacted for any relevant information.

Extended School Day

The school has links to a *Kid's Zone* which is a Breakfast Club and After School Club.

Kid's Zone website: <https://www.kidszoneoosc.co.uk/>

There are also many extra-curricular after school clubs that take place during term time such as: football, netball, yoga, choir etc. Please see the school website for more information.

Clubs at Westbourne - <https://www.westbourne.sutton.sch.uk/clubs/>

Policies

All of the school policies including the SEND Policy, Equalities, and Accessibility Plan are available on our website: <https://www.westbourne.sutton.sch.uk/policies/>

Overall Evaluation

<u>Context</u>	<u>Data recorded May 2024</u>
Number of pupils on roll	684 (including Nursery)
Number of pupils on SEND Register	103
Number of pupils at SEND Support	86
Number of pupils with EHCPs	17
Has communication between key staff and home been effective and how do you know?	Class teachers have good communication with parents. Class teachers can talk to parents at the end of the school day or may phone parents if that is more convenient. Parents are able to email the school office if they would like a class teacher to contact them and contact from the teacher is usually made on the same day. For some children, communication between home and staff needs to be more regular. This is occasionally done through the use of a home-school communication book. Contact with the SENDCo can be made through a direct email address, through meetings or phone calls. These have all proven to be successful and parents have emphasised their appreciation for the contact.
How successful have transition arrangements been?	Transition arrangements for children leaving the school and new children starting at Westbourne have been successful due to communication with the other schools involved. Time is made for children to view our school and arrangements are made for children to visit their new schools – this is especially true for children who are in transition. For SEND children, the school SENDCo makes arrangements by speaking to other schools, making the necessary arrangements and having collaborative meetings with parents/the new school. Secondary school transitions have been successful because the SENDCo and Year 6 teachers complete a handover in the summer term to all the secondary schools involved. The secondary schools also offer extra visit days to children, especially those children with EHCPs and identified additional needs. During the summer term, the Year 6 classes spend time talking and discussing transition, which helps prepare the children before they leave.

	Transitions from class to class are also effective because the children have an opportunity to meet their new teacher before the end of term and are given an opportunity to visit their new classroom. We are able to provide a transition booklet and/or Social Stories for children who find transitions a challenge. Social Stories and transition booklets are created by the new class teacher to help children help children learn about their new classes. The children can take these resources home over the summer holidays, which helps to prepare the children for the new academic year.
Have you evaluated your SEND Policy?	The SEND Policy is reviewed yearly. See the school website for SEND Policy. https://www.westbourne.sutton.sch.uk/special-educational-needs-and-disability-send/
Evidence of successful interventions and interventions which need adaptation.	We have many successful interventions have been used throughout the school from Nursery to Year 6. These are dependent on the child and the needs of the children. At Westbourne, we ensure that Quality First Teaching is embedded throughout planned lessons/curriculum. Through QFT children are able to access the curriculum through reasonable adjustments and scaffolded learning. Children have been supported with: their speech and language, writing, phonics, reading, and maths. Support is provided through in-class interventions or intervention programmes that are delivered by the class teacher, support staff or outside agencies that come in and work with the children. We have ELSA sessions for those children who have emotional, social or communication needs so that children learn to become more confident with interacting/ expressing themselves. We also offer a 'Friends' Club' for any children who may need support with social skills or help with making and/or maintaining friendships. Friends' Club allows children time to socialise with their peers while being supported by an adult. The adult can help with conversation skills and turn-taking or support the child while working alongside their peers.