



Westbridge Primary School
SEND and INCLUSION POLICY April 2019
Incorporating
Special Educational Needs Information Report

This policy will be monitored and reviewed in April 2020

At Westbridge, we are passionate about education and the power it has to improve pupil's life chances. As such, we have high aspirations and ambitions for the future and a commitment to providing the opportunity for every child to fulfil his or her full potential. Everything that we do is underpinned by our broad Christian ethos of Grace, Love and Fellowship and our school motto of the 4Ps, e.g. Perseverance, Pride, Positivity and Potential.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

Wandsworth guidance on Provision for children with SEN in mainstream schools

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework August 2016

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have provided for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Speech and Language Disorders

In admitting all pupils, we would expect to have informative discussions with both the pupil's family, prior educational settings and the local authority to ascertain the suitability of our provision in meeting individual needs on a case by case basis.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs, disabilities and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Clare Edet (Assistant Headteacher for Inclusion) and Sunil Chothi (Special Needs Co-ordinator) are responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

Contact details:

Phone: 0207 228 1293

Email: info@westbridge.wandsworth.sch.uk (for the attention of the Special Educational Need Co-ordinator)

Westbridge School inclusion statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional

support funded from the devolved schools budget.

What should I do if I am concerned about my child's progress or special educational needs?

- Speak to the class teacher in the first instance
- If you have further concerns, contact either Sunil Chothi (SENCO) – see contact details above, or Clare Edet (Assistant Headteacher for Inclusion)

How does the school decide whether a child/young person has special education needs and what extra help they need?

- If a child has a previously identified need, the school will liaise with the services currently involved and request all relevant information.
- Children's progress is regularly assessed to ensure early intervention and appropriate support is provided.
- Children who are not progressing at the expected rate will be identified and supported by range of interventions.
- Where a child has a specific need, the school may consult external specialist providers and enlist their support as appropriate.
- If a parent identifies a need, the school will liaise with the parent to identify the best way to support the pupil and help them to move forward.

How will I know how my child is doing and how will you help me to support my child's learning?

- Whenever possible, class teachers are available to speak with you before the start of/or at the end of the school day. This is an ideal opportunity to speak informally and ask any general questions you may have. If you have specific questions, or wish to discuss issues of a sensitive nature, please make an appointment to meet with the teacher via the school office.
- Pupil progress meetings
- Parents' Evening takes place twice a year. These meetings allow you to monitor the progress of your child and discuss, with the teacher, ways to support their learning at home.
- Individual reports are distributed at the end of the year. The report will outline the progress of your child and how you can support them in the next academic year.
- Pupils with a statement/ EHC plan have an annual review once per year in addition to termly meetings. Parents and teachers use these meetings to review the progress and attainment of the pupil and discuss ways to continue development.

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

- Each pupil has an individual maths and writing target which is referred to on a daily basis. Targets are discussed with the pupil and regularly reviewed.
- All pupils with a statement have an Individual Education Plan (IEP). Targets are set by teachers alongside pupils and support staff. Individual targets are shared with parents and carers through meetings and/or a communication book.

- At annual reviews, pupils present their progress against their IEP targets and contribute ideas as to how they can continue to develop in the next academic year.
- All pupils complete a pupil passport that is handed to the next teacher in preparation for the coming year.

How do you assess and review my child's progress?

- Teachers assess the attainment of each pupil informally by measuring small steps of progress.
- Every half term pupils are assessed using a triangulated approach
- Pupil progress meetings, led by the Senior Leadership Team, take place each half term to monitor the progress of every child and identify those who require additional support.
- Summative assessments are completed at the end of each term
- Assessment is moderated by the leadership team half termly
- Each half term, pupils with a statement have a pupil progress meeting, which includes all of the adults working with the child, led by the SENCOs.

How is teaching and the curriculum adapted to my child's needs?

Westbridge School is an inclusive school that constantly strives to ensure that all pupils, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential.

- Every class teacher is committed to providing quality first teaching. Pupils are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the pupils.
- Pupils who are not making expected progress will be supported through additional interventions. Pupils with a Statement or Education Healthcare Plan will also be supported through additional interventions and/or additional adult support.
- Where necessary, pupils are provided with personalised resources to enhance their learning.

What support is there for my child's emotional well-being?

- We have the Place2Be project at Westbridge, which provides therapeutic and emotional support to our children and their families.
- The Place2Be Project Manager is an experienced clinician who oversees service delivery and assessment and works in close partnership with the Senior Leadership Team and staff. Services include:
 - For children: individual and group counselling
 - For parents or carers: dedicated therapeutic support
 - For school staff: training, individual advice and support
- One-to-one counselling
Weekly one-to-one sessions provide support to children who have a sustained need for more intense work. Trained counsellors tailor sessions according to each child's needs, in an age-appropriate way. For younger children our therapeutic approach encourages children to express themselves in non-verbal ways, for example through artwork or play.

Children can refer themselves or be referred by a parent or carer, a teacher or another agency.

- Lunchtime self-referral service - Place2Talk
Place2Be's lunchtime service is a quiet place to talk and play during the busy school day. It has a permanent presence at Westbridge and is open to all pupils through self-referral. This helps children understand Place2Be's role in a school, and allows the Place2Be team to identify children who need more in-depth support.
- Group work
Place2Be provides whole class work on particular issues such as friendship, self-esteem, concentration, confidence and bullying.
- Safeguarding
Place2Be follows the Westbridge child protection procedures, and works closely with the leadership team, to ensure that safeguarding issues are responded to appropriately and quickly.

How do you promote positive behaviour?

We believe that children in our school have the right to learn, to be treated with respect and to feel safe. Alongside this, we believe children have the responsibility to listen attentively and try their best, to treat others with respect and to exercise self-control.

Adults at Westbridge School should model this behaviour by endeavouring to:

- allow children time to discuss incidents calmly;
- listen to what is being said by all involved, sometimes keeping a written record for ease of future reference;
- establish the facts where possible;
- focus on the inappropriate behaviour, not generalise it to the whole child;
- being a positive role model;
- check that children understand what is being said;
- follow through incidents so that children experience fairness and consistency from staff;
- keep parents informed about the child's behaviour and how we are supporting the child.

Behaviour at Westbridge, including its rewards, is underpinned by our school ethos, motto and the 'Good to be Green Reward Scheme'. The Good to be Green Scheme is a visual way of rewarding good behaviour and helping children to understand the consequences of inappropriate behaviour.

What training and specialist skills do the staff supporting children with SEND have or are having?

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings.
- All staff will receive guidance/support/training in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of

continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

How do you do to make the school environment and curriculum accessible for all children?

- All reasonable adjustments are made to ensure physical accessibility
- All pupils have access to laptops, tablets and SEN software
- Depending on the pupils' need, the school provides support or extra time when appropriate

How will my child be included in activities outside of the classroom?

- Westbridge will take all reasonable steps to ensure the inclusion and participation of pupils who have special needs, medical conditions, or have a disability in after school clubs and educational visits (following a risk assessment process, in line with the SEN Code of Practice, which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 and Equality Act 2010)
- Additional support is provided where appropriate

How will the school prepare my child to join the school or transfer to a new school?

- We will ensure smooth transition into Westbridge from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the SENCO.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In admitting all pupils, we would expect to have informative discussions with both the pupil's family, prior educational settings and the local authority to ascertain the suitability of our provision in meeting individual needs on a case by case basis.

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond promptly to emerging need and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Local NHS services
 - Speech and Language Therapy Services
 - Targeted Prevention Team
 - Education Welfare Service
 - Early Years SEN support service
 - Multi-agency safeguarding hub
 - Behaviour Advisory Service
 - Outreach Services (including Garrett Park)

- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

What will you do if my child has medical needs?

- All medical needs are discussed in detail with the school nurse.
- A care plan will be written, which is shared with significant adults working with the child.
- The school has trained first aiders

- Medical needs are reviewed and monitored by the school nurse

What should I do if I am unhappy with my child's support or progress?

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Complaints to Local Authority can be made via the following website:

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

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Where can I go for further advice and support?

- [Wandsworth Information Advice and Support Service \(WAISS\)](#) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email waiass@wandsworth.gov.uk or telephone 020 8871 8065
- [Contact a Family - Independent Support](#) Contact a Family Wandsworth (CaF) provide impartial, free and confidential, Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. To book an appointment with an Independent Support worker telephone 020 8947 5260 or email iswandsworth@cafamily.org.uk
- The Wandsworth Parents' Forum "[Positive Parent Action](#)" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or email info@positiveparentaction.org.uk
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer. The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email fis@wandsworth.gov.uk Text 07797 805 456 with "FIS" at the beginning of your message.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email:

info@westbridge.wandsworth.sch.uk for the attention of Clare Edet (Assistant Headteacher for Inclusion)

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