Westdale Junior School
SEND Information Report

September 2025

Review September 2026

Introduction

Westdale Junior School is a caring school where all children are happy, well-motivated and challenged to achieve high standards through a fun and ambitious curriculum. It is a school where all members of the school community have equal access to learning opportunities and enjoy growing and learning together.

We have a strong ethos of inclusion at our school. Each child is unique and is given equality of opportunity according to their need. We support children with a wide range of needs in school and we are committed to helping them all to reach their full potential.

What is SEND?

SEND stands for Special Educational Needs and Disability.

The Code of Practice 2014 states that: 'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CYP) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. There are four main areas of need, children may require support in one or more of these. The four main areas are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

What do I do if I think my child may have SEND?

The first step is to speak to your child's class teacher. All teachers at Westdale are teachers of children with SEND and all staff should be able to support your child. Your child's class teacher will be happy to discuss any concerns you may have and talk with you about next steps. Just call into the school office or phone the office and they will arrange a call back or an appointment. Your child's class teacher is responsible for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required

- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

Other people you can speak to about SEND:

The Special Educational Needs and Disabilities Co-ordinator (SENCO) is Sarah James

Contact details: office@westdalejuniors.co.uk

The SENCO is responsible for:

- working as part of the school's senior leadership team to determine the strategic policy and provision of SEND across the school.
- overseeing the day to day operation of the SEND policy.
- co-ordinating provision for children with SEND.
- keeping records about children with SEND up to date.
- providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.
- Advising on the graduated approach.
- Being a point of contact for external agencies working with school to support children with SEND.
- keeping statutory information about SEND up to date.
- Liaising with feeder schools to support children with SEND through the transition process.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child

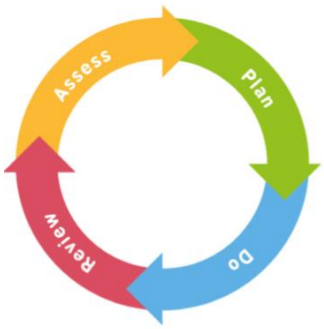
The SENCO can also be contacted via the school office by telephone.

The School Governor responsible for SEND is Nicki Ferrin

Contact details: office@westdalejuniors.co.uk

How does school decide if children are in need of SEND support?

Before children are added to the SEND register, teachers implement the Assess, Plan, Do, Review cycle. This is key to the graduated response required by the SEND Code of Practice 2014.



Children are assessed, strategies are planned and implemented to support their learning and then reviewed. The cycle then begins again. If children are seen to begin to close the gap through this process then it will continue and your child's class teacher will monitor progress. Parents or carers would be notified of any concerns and invited to discuss progress with the teacher. If a teacher feels a child needs further additional support then the school SENCO will be informed. After a discussion with parents or carers we may decide to complete some additional assessments or the child may be added to the SEND register.

What support does school offer?

All teachers in our school are teachers of children with SEND and all children will firstly be receiving quality teaching from a qualified teacher. The curriculum is designed to support needs and teachers will plan to work with groups dependent on need. Teachers also employ a range of adaptive teaching strategies to support the learning of children with SEND. We believe children with SEND should be fully included with learning in the class.

In addition, teaching assistants are employed to work in the class and to deliver targeted interventions including:

Switch-on reading

Inference training (reading comprehension groups)

Read Write Inc Phonics

Paired Reading

Whole word reading

Precision teaching (any subject)

Speech and Language support

Funfit (supporting gross motor skills development

Theraplay (addressing behavioural and emotional needs through play)

Numberstacks

Forest School

We also have a trained ELSA (Emotional Literacy Support Assistant) in school who can support children with social and emotional needs and a counsellor who is in school one day per week.

How does school measure the progress of children with SEND?

Children's progress is continually monitored by class teachers, the SENCO and the Senior Leadership Team. Progress is reviewed at regular intervals and formally once each term. If your child is on the SEND register or has an EHC plan, you will receive a termly report on their progress as well as having the opportunity to speak to class teachers at a parent/carers' evening. The progress of children with an EHC Plan is formally reviewed at an annual review. The SENCO will also monitor your child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions. To enable us to measure the progress of children working at a level well below their peers, or making progress at a much slower rate, we use B Squared, an assessment tool that monitors small steps of progress.

How does school measure the effectiveness of the support on offer?

The SENCO completes observations of teaching and learning of children with SEND at regular intervals throughout the school year, as well as looking at data. Interventions are selected based on evidence. Children completing interventions are assessed at the start and end of the process to ensure interventions are effective. If interventions are deemed to be ineffective they are removed from use and replacements are found. We ensure we are aware of current advice around interventions and follow evidence-based research guidance around the use of teaching assistants and interventions.

What training have staff received?

Staff receive regular training, sometimes whole school and sometimes targeted training for individuals. Training is accessed through the specialist services from the Local Authority as well as through nasen (National Association for Special Educational Needs) and other online providers. We endeavour to ensure all staff are trained to support children on a day to day basis in school with more specialist training sought and delivered where needed. The SENCO

holds the National Award in Special Educational Needs Co-ordination. All staff are always trained to deliver interventions. In the last three years staff have received the following training:

Training details	**When**	**Who**
ELSA supervision and training	Throughout 2022/23	ELSA
Deaf Awareness	07.09.22	All teaching staff
Making Sense of Autism	20.09.22	All teaching staff
Diabetes training	22.09.22	SENCO & TA
Using Clicker to support children with SEND	05.10.22	All teaching staff
Physical handling	November 2022	Key staff – new and refresher
The Engagement Model and Pre-Key Stage Standards refresher	17.11.22	SENCO
Physical Handling refresher	18.01.23	Key staff
SEND systems at Westdale	25.01.23	All teaching staff
Identifying and supporting children with hidden SEND	January 2023	SENCO
Inclusive classrooms – adaptive teaching strategies	01.02.23	All teaching staff
Helping unlock the potential of pupils with SEND	February 2023	All TAs
Precision teaching	08.02.23	Identified TAs
Visual Maths	28.02.23	TA keyworker
Physical Handling	27/28.03.23	Key staff
Supporting effective transition for pupils with SEND	29.03.23	SENCO
Positive behaviour support and physical intervention strategies	May 2023	Key staff
Adaptive teaching strategies to support learners with SEND – a refresher	June 2023	All teaching staff
Provision Map training – a new platform for completing SEND reviews and recording data on interventions and support.	Regular updates throughout the school year 2023/24	All teaching staff
Dyslexia – the Nottinghamshire approach	November 2023	SENCO
Lego therapy and Minecraft therapy training	December 2023	Identified TA
Morphology – strategies to improve reading and spelling for dyslexic learners.	December 2023	Identified TA
Precision teaching	February 2024	Identified TA
Clicker (software to support writing for learners with SEND)	Spring and Summer 2024	All teaching staff.
ELSA supervision and training	Throughout 2023/24	ELSA

Phonological awareness	Autumn 2024	Key staff
Whole word reading training	Autumn 2024	All support staff and SENCo
Neurodiversity and anxiety training	Autumn 2024	SENCo
Aadaptive strategies for the classroom & Clicker refresher	Autumn 2024	All staff
Precision teaching	Spring 2025	TA
Visual maths	Spring 2025	TA
Deaf awareness training	Spring 2025	All staff
Making sense of autism	Summer 2025	All staff
Personal and intimate care training	Summer 2025	Key staff, SENCo and Head
Safe handling training	Summer 2025	Key staff, SENCo and Head
Gastrostomy feeding	Summer 2025	Key staff and SENCo
ELSA supervision and training	Throughout 2024/25	ELSA

What specialist services are accessed by school?

If further advice is needed, the school SENCO can request support from specialist teachers and services. We would always seek your permission before discussing your child with other agencies. This is requested termly via Springboard meetings with other schools and specialists. Through this process we can seek support from the Educational Psychology team, Cognition and Learning specialists and Communication and Interaction specialists. We can also access support from the Gedling Area Partnership (GAP) who support children with Social and Emotional Needs. When required we can also support referrals to Speech and Language, CAMHs and other agencies. Our school is part of the Mental Health Support Team pilot and as such we benefit from provision in school delivered by the team along with being able to refer individual children for support.

Other services and expertise can be accessed when required to provide the appropriate support for all pupils. Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

Additional top up funding can be applied for in some cases.

How accessible is school and how are specialist equipment and facilities secured?

Westdale Junior School is a single floor building that is accessible for most users. Work has taken place to ensure the building is fully wheelchair accessible by the addition of ramps at fire exits. There is an accessible toilet in the building and handrails are installed. The school has a trim trail that is accessible to all children. Computer software called 'Clicker' has been installed on some school Chrome books to support children with Literacy difficulties. Flexible seating options are available where needed.

At Westdale Junior School we provide a wide variety of activities, visits and residential experiences, we value the benefit of education outside the classroom and believe that all pupils should have the opportunity to participate in these. Prior to any trips, a pre-visit is made by staff where appropriate and a risk assessment is carried out which considers the needs of all children. Where necessary, we meet with parents/carers to discuss any additional support which may be required. We aim to ensure all children have the chance to be part of all activities whether inside or outside the classroom, with reasonable adjustments made where needed.

If additional specialist equipment is required in school, the SENCO will work with outside agencies, for example the PDSS team or Occupational Therapists, to secure the equipment that is needed.

At assessment time, children who meet the criteria for additional time or a scribe or other assistance will be provided with this.

What support is there for my child's overall wellbeing?

We have a robust safeguarding policy and protocol in place. The health and well-being of our children is paramount. All staff have a responsibility for their children's overall wellbeing. This is supported within the classroom through the PSHE (Personal, Social and Health Education) curriculum. We encourage openness and discussion about mental health concerns.

In partnership with the local Mental Health Support Team we have delivered parent workshops on sleep as well as emotional and wellbeing support and we access workshops from the Mental Health Support Team for our children, particularly Year 6.

At Westdale we recognise the importance of caring for and developing the whole child. Structured nurture sessions with our ELSA are delivered for children who are experiencing emotional, social or mental health difficulties and this year we also have a counsellor in school. We have a member of staff trained to deliver Theraplay and Forest School interventions, both of which can support emotional and social development.

Further support can be accessed from outside agencies when required, such as the Healthy Family Team or the Mental Health Support Team.

How are parents and carers involved?

At Westdale we recognise the importance of parents' and carers' involvement at all stages of their child's education. This is particularly important for children with SEND. We invite parents/carers of children with SEND to a termly meeting to discuss progress, celebrate achievements and talk through any concerns. The SENCO can also attend these meetings if necessary. At each meeting, your child's achievements and needs will be discussed and documented and targets set for the next term. This document forms a pen profile for each child to ensure that all staff know how the child can best be supported.

In addition to this, we are always happy to discuss your child's needs with you and appointments can be made to talk with class teachers and/or the SENCO via the school office. Parents of children with SEND are asked for their views and feedback on our provision.

How do you ensure children with SEND have a voice?

Children with SEND are invited to the termly meetings with teachers and parents/carers so that they can be fully involved in the setting of targets and the discussion around their needs and what provision can best be put in place to support them. These meetings are organised to try to make the child feel as comfortable as possible.

At Westdale we have created an 'Inclusion Champions' group. These children are all on the SEND register and take part in activities such as: learning walks, delivering assemblies, helping to organise special events and meeting with the school SEND governor.

We encourage the inclusion of all children in the Pupil Parliament and other consultation groups. Children with SEND are always included in decisions that are made within the classroom or with their peers.

When carrying out monitoring activities across school, the views of children with SEND are sought through use of pupil interviews or pupil voice tools.

What should I do if I have a concern or complaint?

Initially, complaints should be addressed to your child's class teacher and/or the SENCO who will do their best to resolve it. If you feel that the complaint is not resolved, you should speak to the Head of School.

In the unlikely event that a concern is not resolved then the Chair of Governors should be contacted.

How are the governing body involved?

The SEND Governor meets regularly with the SENCO to discuss SEN matters including support received in school, join learning walks and meet pupils. The SENCO delivers a report annually to the governing body in the September meeting.

How are children with SEND supported at transition times?

The SENCO visits the Infant School prior to transition to meet with the SENCO there and parents/carers of children with SEND. This ensures that information is passed on and parents/carers have an opportunity to share any concerns and ask questions. Children who require additional transition visits to the Junior School before starting the new term and supported in this by both the Junior School and the Infant School and the SENCOs work closely together to ensure transition is smooth. Photographs of staff and the environment can be passed on to support children who need it, and particular resources and equipment are passed on.

If children arrive from a different setting we would work closely with the SENCO there and ensure all visits required were in place before the child starts.

Children with SEND moving on to other provision, either at the end of Year 6 or before are supported equally carefully. If required, familiar staff from our school will accompany children to visit their new setting and additional visits can be organised. The SENCO will work closely with SENCOs from other settings and parents/carers to ensure the transition is smooth, and if necessary seek support from external agencies to aid the transition process.

How can I find more information?

The SENCO will give advice to parents and signpost to the 'Nottinghamshire's Help Yourself'. The Nottinghamshire County Council 'Nottinghamshire Help Yourself' is a comprehensive directory of local services, opportunities and access for children and young people with SEND and disabilities.

Parents/carers can gain advice and support from Ask Us (formerly Parent Partnership):

https://askusnotts.org.uk/

Or contact the Independent Parental Special Advice team:

www.ipsea.org.uk.

There are many voluntary organisations supporting SEND, the SENCO will make these known to parents as and when they are informed of them.

You can access further information on our school website where you can find our SEN policy:

https://www.westdalejuniors.co.uk/

You can also access our most recent Ofsted report at:

https://www.westdalejuniors.co.uk/page.php?p=ofsted

The information in this report forms a part of Nottinghamshire's Local Offer which can be accessed at:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9