



# Westbourne School

## SEN Information Report

Date Written: May 2019  
Review Due: May 2020  
Shared with Governors: May 2019

<p><b>What kinds of SEN are provided for?</b></p>	<p>Westbourne is a small but inclusive independent school, and we cater for pupils with a range of needs from age 3-16. We provide support for pupils with Communication and Interaction needs; Cognition and Learning needs; Social, Emotional and Mental Health Difficulties and pupils with Sensory and/or Physical needs.</p>
<p><b>How do we identify and assess the needs of young people with SEN?</b></p>	<p>Our identification and assessment methods are outlined in our SEND policy. We have a Learning Support Register, which outlines the needs of our pupils with SEND. Staff are encouraged to raise any concerns about pupil progress with the SENCo (Mrs Day for Years 9-11, Mrs Lillywhite for Years 1-8, Mrs Rees-Oxley for Pre-School and Reception). Pupil progress is monitored through data collection points throughout the year, and pupils already receiving SEN Support are also regularly assessed using standardised tests, so that progress/needs can be monitored. Close liaison with home ensures that parents are aware of how we identify and assess pupils' needs. Teachers are encouraged to refer pupils to the SENCo to start an assessment process if they are concerned a pupil may have SEN, and they have a specific document through which they do this.</p> <p>For some pupils specialist assessments using outside agencies may raise concerns or be required to support the school. These may include Speech and Language Therapy, Ryegate, MAST, CAMHS, HI Services (this list is not exhaustive). Where necessary and appropriate, school will seek support and advice from Local Authority agencies, but as an independent school we cannot guarantee that these services will always be available to us, and we may request parents fund privately sought assessments.</p>

	<p>Any concerns from parents or teachers are taken seriously and are monitored by the SENCo following a graduated response approach. Many students have already been identified as having special educational needs from their previous school. During the transition process, baseline assessments and information provided from previous schools support the school to place children in the most appropriate groups for their learning.</p>
<p><b>What arrangements are in place for consulting parents of pupils with SEN and involving them in their child's education?</b></p>	<p>Pupils with SEN Support have two review points per year, to which parents are invited (one of these reviews will be at parents' evening). Parents are also encouraged to have an open line of communication with the SENCo, and regularly engage in discussions about their children's learning with members of staff. Parents are invited to regular parents' evenings and consultations, where they are encouraged to ask questions (such as at Year 9 Options Evening, or Transition Information Evening). In addition to this, school has an open door policy and parents are encouraged to phone or make an appointment to discuss any issues at any time.</p>
<p><b>What arrangements are in place for consulting young people with SEN and involving them in their education?</b></p>	<p>Pupils are invited to attend their review meetings, and are encouraged to do so especially at crucial transition points such as the end of Year 6, Year 9 and Year 11. Pupils are very clear that there is an open door policy so they can drop in to discuss matters with the SENCo at any time.</p>
<p><b>How do we assess and review pupils' progress?</b></p>	<p>Pupils with SEN Support are in receipt of a One Page Profile, which includes close focus on long-term and short-term objectives. At review meetings, movement towards these objectives is closely discussed, and appropriate 'next-steps' are agreed. The views of staff are sought in advance of these meetings, and the SENCo collates and investigates feedback. We use data-entry points and exam/assessment results to</p>

	<p>further track pupils' progress. Pupils already at the SEN Support stage of the register receiving targeted Literacy support will also be sitting regular, standardised assessments to monitor progress. These results are shared with parents and pupils and discussed as part of the review process.</p>
<p><b>What arrangements are in place for transition?</b></p>	<p>Review points are carefully scheduled so that they take place shortly before transition points, so Provision Plans can be updated with a close focus on transition. Contact is made between schools to ensure smooth transition, and parents are kindly requested to share any information regarding SEN with school when making an application to the school. The SENCo liaises closely with SENCos of other schools, attending review meetings at transition phases. Pupils who may have particular needs are encouraged to have additional transition sessions, and at all times an open-line of communication is encouraged. Discussions about Post-16 education and work are initiated as early as possible, and are on the agenda of every review meeting from Year 9 onwards.</p>
<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>We thrive on a thoroughly inclusive atmosphere at Westbourne School, but we also appreciate that some pupils need that little bit extra. The additional support offered to pupils depends on their type and level of need, and also on how they respond to the support available. One of the best things about Westbourne School is that we aim to support pupils in an individual, personalised way. We offer a range of interventions, from 1:1 specialist dyslexia-friendly lessons, to GCSE booster classes and social skills support lessons. The intervention we provide is adapted depending on the needs of individual pupils, and so is in constant review - we do not have a 'one size fits all' approach to support.</p> <p>We follow the repeated <b>Assess, Plan, Do, Review</b> model, as</p>

	<p>per the SEND Code of Practice (2014), so that pupils' ever-changing needs and priorities are our constant focus.</p>
<p><b>How is the curriculum and learning environment adapted for pupils with SEN?</b></p>	<p>Depending on pupils' needs, learning will be differentiated as per their Provision Plans. Adaptations may involve any number of the following (although this is not an exhaustive list):</p> <ul style="list-style-type: none"> <li>● use of assistive technology;</li> <li>● 1:1 additional lessons;</li> <li>● TA support (only available in Junior School);</li> <li>● smaller groups;</li> <li>● attendance at booster classes;</li> <li>● study-skills sessions;</li> <li>● social-skills support;</li> <li>● personalised homework schedule;</li> <li>● scaffolds and differentiated worksheets/exercises;</li> <li>● independent reading/writing reduced as per access arrangement needs;</li> <li>● time-out/rest breaks;</li> <li>● extra time to complete tasks.</li> </ul>
<p><b>What expertise do staff have in SEN, and how is specialist expertise sought and secured?</b></p>	<p>Both Mrs Day and Mrs Lillywhite have relevant additional qualifications in addition to their teaching qualifications. Mrs Day has a Certificate in Psychometric Testing, Assessment and Access Arrangements (Level 7), and is a member of the British Psychological Society, and Mrs Lillywhite holds the National Award for SENCo.</p> <p>Staff are given regular advice and guidance in supporting pupils with SEN, and providing staff with INSET on SEN is a priority.</p> <p>Where pupils have additional needs or difficulties which require assessment from external specialists, school either seeks this support itself if it is available, or advises parents of the route they will need to take independently to seek further advice and</p>

	assessment.
<b>How do we evaluate the effectiveness of the provision made for pupils with SEN?</b>	The Learning Support Department has its own Development Plan, which is monitored regularly and updated each year to reflect current and ongoing priorities. The effectiveness of provision is also explored through the whole school Development Plan. Parent, staff and pupil voice is also sought through yearly surveys, the results of which are discussed and fed into Development Plans where necessary and appropriate.
<b>How are pupils with SEN enabled to engage in activities available with pupils in the school who do not have SEN?</b>	We operate a wholly inclusive approach at Westbourne School, where no pupil is excluded from any activity, regardless of their needs or abilities. We always welcome discussion with parents and pupils regarding any matters, and we recognise the importance of all pupils being able to interact with one another on a level playing field.
<b>How do we support pupils' emotional and social development?</b>	We have dedicated form tutors who are committed to supporting their pupils' emotional and social development and wellbeing. Carefully planned and structured, relevant PSHE curriculum supports this, and all staff work together to support the pupils. Where relevant, specific interventions or strategies regarding emotional/social support are outlined on pupils' One Page Profiles, and some pupils may have additional sessions in this area, from 1:1 sessions, to small group social-skills support. We liaise closely with outside agencies where they are involved with pupils, and encourage close partnership with families, making use of the MAST services where appropriate and necessary. Regular assemblies and tutorials signpost pupils towards additional avenues of support. Excellent relationships with families means we are able to deal with any difficulties quickly and appropriately. Please see our Anti-Bullying Policy and our Safeguarding Children Policy for further guidance.

<p><b>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</b></p>	<p>The school is proactive in seeking support from other bodies, and works closely with families to pursue this where appropriate. In some circumstances, school may provide parents with a detailed letter, outlining a child's difficulties within school, which parents are encouraged to share with their GP if they are wishing to access certain services to which referral from us may be unavailable as an independent school. School can make referrals to a range of other agencies, such as SSLT or MAST.</p> <p>For more information, the Sheffield Local Offer lists the agencies and services that support children and young people with SEN and disabilities in the Sheffield area. <a href="#">Sheffield Local Offer</a></p> <p>Sheffield SEN &amp; Disability Information Advice and Support (formerly Parent Partnership Service) provides impartial, confidential information, advice &amp; support to parents/carers of children and young people with special educational needs and/or disabilities on a range of topics. <a href="#">SSENDIAS</a></p>
<p><b>What are our arrangements for handling complaints from parents of pupils with SEN about the provision made at the school?</b></p>	<p>If there are any problems or concerns regarding SEND matters, we would ask parents to contact the SENCo in the first instance, so that the matter can be investigated and resolved swiftly. If for any reason, the outcome is unresolved, or if parents feel the matter has not been satisfactorily managed, parents are asked to bring the matter to the attention of the Headteacher.</p> <p>If the matter remains unresolved after consultation with the Headteacher, we would ask parents to bring the matter to the attention of the school governors, who can be contacted via school.</p>

