



Westbourne School

SEN Information Report

Date Written: April 2021
Review Due: April 2022
Ratified by Governors: 18th May 2021

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| <p>What kinds of SEN are provided for?</p> | <p>Westbourne is a small but inclusive independent school, and we cater for pupils (age 3-16) with a range of individual needs. 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>How do we identify and assess the needs of young people with SEN?</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 SENDCo (Mrs Day for Years 9-11, Mrs Fagbohun for Years 7-8, Mrs Lillywhite for Years 1-6 and 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 SEND, and they have a specific document through which they can do this.</p> <p>For some pupils, specialist assessments using outside agencies may raise concerns or be required to support the school. Agencies include Speech and Language Therapy; Ryegate; MAST; CAMHS; HI Services (this list is not exhaustive). Where necessary and appropriate, we 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</p> |

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| | <p>approach. Many students have already been identified as having special educational needs by their previous school. During the transition process, baseline assessments, and information provided from previous schools, support the placement of children in the most appropriate groups for their learning at Westbourne.</p> |
| <p>What arrangements are in place for consulting parents of pupils with SEN and involving them in their child's education?</p> | <p>Pupils at the SEN Support stage of the Leaning Support Register 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 child'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>What arrangements are in place for consulting young people with SEN and involving them in their education?</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 understand that there is an open door policy and that they can drop in to discuss issues with their SENCo at any time.</p> |
| <p>How do we assess and review pupils' progress?</p> | <p>Pupils with SEN Support are in receipt of a One Page Profile. This outlines their individual strengths and support needs, and includes guidance for staff regarding appropriate teaching strategies. At review meetings, these profiles are reviewed and amended, using feedback from staff and the pupil, and appropriate 'next steps' are agreed. Staff views are sought in advance of review meetings, and the SENCo collates and investigates feedback. We use data-entry points and exam/assessment results to further track pupils' progress. Pupils already at the SEN Support stage of the register, who receive targeted Literacy support, sit regular,</p> |

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| | <p>standardised assessments to monitor progress. These results are shared with parents and pupils and discussed as part of the review process.</p> |
| <p>What arrangements are in place for transition?</p> | <p>Review points are carefully scheduled so that they take place shortly before key transition points. To ensure as smooth a transition as possible, contact is made with a pupil's next setting and parents are encouraged to share any information regarding SEND with a prospective school when making an application. The SENCo liaises closely with SENCos of prospective schools, and they are invited to attend pupil review meetings during the transition phase. Pupils who have more complex support 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>What is our approach to teaching pupils with SEN?</p> | <p>Westbourne School has a strong inclusive ethos which runs through everything we do. We are proud of our diverse school community in which all pupils are enabled to unlock their individual potential and thrive academically, socially and emotionally. Individualised additional support is offered to pupils according to their type and level of need and their response to the whole-class, small-group, and personalised support available. We offer a range of interventions, including 1:1 specialist dyslexia-friendly lessons, GCSE booster classes, and social-skills support lessons. Each intervention is adapted to accommodate the support needs of individual pupils, and so remains in constant review. We take a flexible, person-centred approach when determining the most appropriate support and understand there is not a 'one size fits all' solution to meeting our pupils' SEND support needs.</p> <p>We follow the repeated Assess, Plan, Do, Review model, as per the SEND Code of Practice (2014), allowing pupils' ever-changing needs and priorities to remain in constant focus.</p> |

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| <p>How is the curriculum and learning environment adapted for pupils with SEN?</p> | <p>Depending on a pupil's individual support needs, teaching/learning will be differentiated as per their One Page Profile. Adaptations may involve any number of the following (although this is not an exhaustive list):</p> <ul style="list-style-type: none"> ● use of assistive technology; ● 1:1 additional lessons; ● TA support (only available in Junior School); ● smaller groups; ● attendance at booster classes; ● study-skills sessions; ● social-skills support; ● personalised homework schedule; ● scaffolds and differentiated worksheets/exercises; ● independent reading/writing tasks - reduced as per access arrangement needs; ● time-out/rest breaks; ● extra time to complete tasks. |
| <p>What expertise do staff have in SEN, and how is specialist expertise sought and secured?</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 and is a qualified facilitator of our Resilience Doughnut programme. Mrs Fagbohun has a PGCE in Secondary Education and is currently undertaking additional qualifications in psychotherapy. Dr Leatherland, our SEND Governor, has personal, academic and professional expertise and experience relating to supporting autistic pupils in education. She is available to our whole staff team to offer support and guidance should we have any queries about the appropriate support we offer individual pupils, or our autistic pupil cohort more generally.</p> |

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| | <p>Staff are given regular advice and guidance in supporting pupils with SEN, and providing staff with INSET on SEN is a priority. We offer in-school staff training from local agencies, such as the Sheffield Autism Team and the Sheffield Dyslexia Centre.</p> <p>Where pupils have additional needs or difficulties which require assessment from external specialists, school either seeks this support, if it is available to us, or advises parents of the route they will need to take, to seek further advice and assessment for their child.</p> |
| <p>How do we evaluate the effectiveness of the provision made for pupils with SEN?</p> | <p>The effectiveness of SEN provision is explored through the Whole School Development Plan. Parent, staff and pupil voice is also sought through surveys, the results of which are discussed and fed into Development Plans where necessary and appropriate.</p> |
| <p>How are pupils with SEN enabled to engage in activities available with pupils in the school who do not have SEN?</p> | <p>We operate a wholly inclusive approach at Westbourne School, and feel strongly about providing equity of access to all pupils. No pupil is excluded from any activity, because of their support needs or abilities. We recognise the importance of all pupils being able to interact with one another and to respect and celebrate differences. We always welcome discussion with parents and pupils, regarding any issues, current or potential, and endeavour to provide whatever accommodations are necessary to enable them to achieve personal success, within their peer group, across the curriculum..</p> |
| <p>How do we support pupils' emotional and social development?</p> | <p>We have dedicated form tutors who are committed to supporting their pupils' emotional and social development and wellbeing. Carefully planned and structured, relevant PSHEE curriculum supports this, and all staff work together to support our pupils. Where relevant, specific interventions or strategies, regarding emotional/social support, are outlined on pupils' One Page Profiles, and some pupils have additional sessions in this area - which might</p> |

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| | <p>include 1:1 sessions and/or 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, along with the Friday Flyer, signpost families towards additional avenues of support. Excellent relationships with families means we are able to deal with any difficulties quickly and appropriately. Please see our Behaviour Policy, our Anti-Bullying and Peer Abuse Policy, and our Safeguarding and Child Protection Policy for further guidance.</p> |
| <p>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?</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 is unavailable as an independent school. School can make referrals to a range of other agencies, such as Sheffield Speech and Language Team or MAST (via an Early Help Assessment).</p> <p>Westbourne School is not listed under section 41 of the Children and Families Act. However our small and safe setting makes it an ideal learning environment for some pupils who have a range of additional needs. Because we are an independent setting (other than in the Early Years Foundation Stage), there is no requirement for us to have regard to the SEND Code of Practice. We do however, ensure our SEND practice is in line with the code and that our provision meets or exceeds that set out in the guidance.</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. Sheffield Local Offer</p> |

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| | <p>Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service) provides impartial, confidential information, advice & support to parents/carers of children and young people with special educational needs and/or disabilities on a range of topics. SSENDIAS</p> |
| <p>What are our arrangements for handling complaints from parents of pupils with SEN about the provision made at the school?</p> | <p>If there are any problems or concerns regarding SEND matters, we 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> |