

Westfield Primary and Nursery School



SEND Information Report

At Westfield, children are at the heart of everything we do. We are ambitious for every child and believe that all pupils deserve an outstanding education, regardless of their starting point or any barriers they may face.

Our inclusive ethos is built on the belief that every child is unique, with individual strengths, talents and potential. We are committed to nurturing those strengths and providing the support and opportunities needed for every child to thrive academically, socially and emotionally.

We are passionate about equality, equity and inclusion, and adopt a personalised approach to learning that recognises and responds to individual needs. By working in close partnership with families, staff and the wider community, we aim to create the very best opportunities for children to develop, achieve and succeed.

This SEND Information Report has been produced in line with the SEND Code of Practice (2015) and forms part of Hertfordshire's Local Offer. It should be read alongside the school's SEND Policy, which is available on our website. The report has been developed collaboratively with staff, governors and parents and sets out the support, provision and services available for pupils with Special Educational Needs and Disabilities (SEND) at Westfield and their families.

Further information can be found through the links provided throughout this document. (Numbers in brackets refer to the SEND Code of Practice 2015.)

School SEND Context:

In our school community we currently have (compared to Hertfordshire and National data):

% of pupils with SEND: 25.7% (Hertfordshire = 19.3%, National = 20.6%)

% of pupils with EHC plan: 7.1% (Hertfordshire = 5.1%, National = 6.0%)

% of pupils receiving SEND support: 18.6% (Hertfordshire = 14.2%, National = 14.8%)

The most common areas of need identified within our school are Communication and Interaction (including speech, language and communication needs and autism) and Social, Emotional and Mental Health needs.

Information on SEND at Westfield:

Who is the SENDCo (Special Educational Needs and Disabilities Co-Ordinator) at Westfield?

The school's SENDCo is Mrs Rhiannon Slater (Deputy Headteacher). She can be contacted via the school office on 01442 862729 or deputy@westfieldprimary.herts.sch.uk.

How does the school know if the children need extra help?

At Westfield, we build positive, supportive relationships with all children and closely monitor their progress, attainment, wellbeing and wider development. Through ongoing assessment, observations and regular pupil progress meetings, we identify and respond to any concerns at the earliest opportunity.

Class teachers, Teaching Assistants, curriculum leaders and the SENDCo work together to identify potential barriers to learning and consider whether a child may require additional support or reasonable adjustments.

Our approach is guided by Hertfordshire's Ordinarily Available Provision (OAP), which outlines the high-quality teaching strategies, reasonable adjustments and support that should be available within mainstream schools. When concerns arise, we first review whether a child's needs can be met through enhanced classroom practice and targeted support within this framework.

Where a child continues to experience significantly greater difficulty in learning than their peers, despite appropriate support, we may identify them as having Special Educational Needs and/or Disabilities (SEND). Working with parents and pupils, we then follow the graduated approach of **Assess, Plan, Do, Review (APDR)** to identify needs, agree outcomes and implement appropriate provision. This may include additional interventions, specialist advice or personalised support. Children receiving this level of support are recorded as receiving **SEND Support**.

Most children with SEND have their needs successfully met through Ordinarily Available Provision and SEND Support. In a small number of cases, where needs are severe, complex and long-term, an **Education, Health and Care Needs Assessment** may be considered to determine whether an Education, Health and Care Plan (EHCP) is required.

What should I do if I think my child may have Special Educational Needs or Disability (SEND)?

If you are concerned that your child may have Special Educational Needs and/or Disabilities (SEND), please speak to their class teacher in the first instance. Concerns will be discussed with the SENDCo and, where appropriate, we will work together to identify any barriers to learning and consider the support needed. We value the views of both children and parents and encourage pupils to share any concerns, discuss their targets and contribute to decisions about the support they receive.

How will the school staff support my child?

At Westfield, the first step in supporting any child is through high-quality teaching and the principles of Hertfordshire's Ordinarily Available Provision (OAP). This ensures that all pupils have access to effective teaching, appropriate adaptations, reasonable adjustments and inclusive classroom practice.

Class teachers are responsible for the learning and progress of all pupils. They plan and deliver a broad, balanced curriculum that is adapted to meet individual needs and work closely with parents to review progress and agree next steps. Where a child has SEND, the teacher will work in partnership with parents and the SENDCo to develop and review SEND Support Plans and outcomes through the graduated approach.

Teaching Assistants support pupils' learning within the classroom and may deliver targeted interventions where appropriate. Their work is carefully planned and reviewed to ensure it has a positive impact on pupil outcomes.

The SENDCo oversees SEND provision across the school, working alongside staff to identify needs, coordinate support, advise on strategies and resources, and monitor the effectiveness of provision. Where needed, the SENDCo liaises with external professionals, such as Speech and Language Therapists, Educational Psychologists and other specialist services.

The Headteacher has overall responsibility for the day-to-day management of the school, including SEND provision, while the SEND Governor oversees SEND provision on behalf of the Governing Body and ensures appropriate challenge and support. Our School SEND Governor is Kathryn Lloyd.

Provision is tailored to individual need and informed by assessment information, observations, pupil voice and parental feedback. We value partnership working and involve parents from the outset, reviewing support regularly to ensure it remains effective and enables every child to achieve their potential.

How will I know how my child is doing?

At Westfield, we regularly monitor the progress, attainment and wellbeing of all pupils. This includes reviewing classroom learning, progress towards individual outcomes and the impact of any additional support or interventions. Teachers and the SENDCo use assessment information, observations, feedback from staff and pupil voice to evaluate how well provision is meeting a child's needs and whether any changes are required.

Parents and carers are kept informed through regular communication and review meetings. For pupils receiving SEND Support, termly review meetings provide an opportunity to discuss progress, evaluate provision and agree next steps together. Pupils with an Education, Health and Care Plan (EHCP) also have an Annual Review involving parents, school staff and any relevant professionals. In addition, parents can discuss their child's progress at parent consultation evenings in the autumn and spring terms, and all pupils receive a written report at the end of each academic year. Where external agencies are involved, joint meetings may also be arranged to review recommendations and support plans.

Parents are encouraged to speak to their child's class teacher or the SENDCo whenever they have questions or concerns.

How will the learning and development provision be matched to my child's needs?

At Westfield, learning is planned to meet the needs of all pupils through high-quality teaching and Hertfordshire's Ordinarily Available Provision (OAP). Teachers carefully consider pupils' strengths, prior learning and individual needs, adapting teaching, resources and the learning environment to ensure that all children can access the curriculum and make progress.

Where additional support is required, provision is personalised to meet identified needs and agreed outcomes. This may include targeted interventions, specialist programmes, adapted resources, sensory supports, or reasonable adjustments within the classroom. Teaching Assistants may provide additional support where appropriate, under the direction of the class teacher.

Support is planned and reviewed through the graduated approach of **Assess, Plan, Do, Review (APDR)**. Targets and provision are agreed in partnership with parents, pupils and, where appropriate, external professionals. Advice from services such as Speech and Language Therapy,

Educational Psychology or Occupational Therapy is incorporated into classroom practice and support plans where relevant.

Provision is reviewed regularly with pupils, parents and staff to ensure support remains appropriate and effective.

What support will there be for my child's overall wellbeing?

At Westfield, we are committed to promoting the wellbeing of all children and providing a safe, supportive and inclusive environment in which they can thrive. We recognise that both physical and emotional wellbeing are essential for children to achieve their full potential.

All staff are trained in Therapeutic Thinking approaches, enabling them to understand, support and respond positively to children's needs. Children experiencing social, emotional and mental health (SEMH) difficulties are supported sensitively through personalised strategies, reasonable adjustments and targeted pastoral support.

Where appropriate, children may access additional support such as nurture-based provision, social skills groups, emotional regulation programmes, counselling or other interventions designed to develop confidence, resilience and positive relationships. Staff use approaches such as The Good Morning Club, Zones of Regulation, mindfulness and emotional coaching to help children understand and manage their feelings effectively. We also have trained staff who deliver interventions including Protective Behaviours and Drawing and Talking.

Families may also be signposted to services such as CAMHS and other community-based resources. By taking a proactive and nurturing approach, we aim to help every child feel safe, valued, included and ready to learn.

What training have the staff supporting children with SEND had or are having?

We value training and development opportunities for all staff to continue to develop their knowledge and skills so that they can best support children with SEND.

The SENDCo holds the National Award for SEND (Achieved in August 2015). She continually updates her training and knowledge by attending relevant courses and feeds back to staff as necessary. The SENDCo also supports staff to most effectively plan for and teach children with SEND.

Staff receive regular professional development linked to the needs of current pupils. Training includes areas such as speech, language and communication, autism, sensory needs, literacy difficulties, SEMH, medical needs and therapeutic approaches.

What specialist services and expertise are available at or accessed by the school?

We work closely with a range of specialist services and external professionals to ensure pupils receive the support they need. Depending on a child's individual needs, we may seek advice from services including the Communication and Autism Team, Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapy, School Nursing, CAMHS, Children's Services and Family Support services.

Referrals to specialist services are made in partnership with parents, pupils and school staff, and can be discussed with the SENDCo. Advice from external professionals is used to inform provision, targets and support within school.

Where several agencies are involved, a **Families First Assessment (FFA)** may be used to coordinate support and ensure a joined-up approach for the child and family.

Parents and carers can also access independent advice and support through **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)** and the **Hertfordshire Local Offer**, which provide information about services, support and resources available for children and young people with SEND and their families: <https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/services-for-parents-carers-and-families.aspx>

How will you help me to support my child's learning?

Class teachers are available to discuss your child's progress and offer advice on how learning can be supported at home. Opportunities for discussion are provided through parent consultation evenings, SEND review meetings and ongoing communication throughout the year. The SENDCo can also offer guidance specific to your child's needs and signpost families to additional services, support networks, training opportunities and workshops. We regularly share information about parent courses and community resources through our newsletters and other school communications.

How does the school enable constructive partnership working with families?

We believe that strong partnerships between home and school are essential to ensuring the best outcomes for children. We work closely with parents and carers and welcome opportunities to discuss their child's progress, provision and wellbeing.

Regular communication takes place through parent consultation evenings, end-of-year reports and our open-door approach. For pupils receiving SEND Support, termly review meetings are held to discuss progress, review outcomes and agree next steps together. Pupils with an Education, Health and Care Plan (EHCP) have an Annual Review involving parents, school staff and relevant professionals.

We are committed to a co-production approach and involve families in decisions about support, targets and provision. Where referrals to external services are considered appropriate, these are discussed and agreed with parents, and recommendations are shared and reviewed collaboratively.

Parents are encouraged to contact their child's class teacher with any questions or concerns. We also seek feedback from families and governors to help develop our SEND provision.

How will my child be included in activities outside the classroom including school trips?

At Westfield, we are committed to ensuring that all pupils can fully participate in school trips, enrichment activities and experiences beyond the classroom. Activities are carefully planned to promote inclusion, with reasonable adjustments, additional support and risk assessments put in place where needed. We work closely with families to identify and remove potential barriers, ensuring that every child can access opportunities safely, successfully and alongside their peers.

How accessible is the school environment?

Westfield complies with the Equality Act 2010 and maintains an Accessibility Plan to ensure all pupils can access and participate fully in school life. We make reasonable adjustments where needed, including physical adaptations such as ramps, accessible toilet facilities and clear signage. We also adapt the learning environment through strategies and resources such as ear defenders, sensory supports, safe spaces, our nurture provision and classroom regulation stations. These adjustments help to remove barriers to learning and promote inclusion for all pupils.

Who can I contact for further information?

If you have any questions or concerns about your child, please speak to their class teacher in the first instance. They will be able to offer support or direct you to the most appropriate person, such as the SENDCo or Headteacher.

If concerns about SEND provision remain unresolved, please contact the Headteacher. Our SEND Governor is Kathryn Lloyd. Further information, advice and support are available through SENDIASS and the Hertfordshire Local Offer.

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/services-for-parents-carers-and-families.aspx>

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be an important time for all children, particularly those with SEND, and we work closely with families and other settings to ensure these are as smooth and positive as possible.

For children joining our Nursery or Reception classes, we arrange home visits, induction sessions and, where appropriate, visits to their previous setting to gather information and build positive relationships. Communication with parents and previous providers helps us understand each child's strengths and needs before they start school.

As children move through the school, information is shared between staff during transition meetings to ensure continuity of support. For pupils with SEND, detailed information about their needs, provision and successful strategies is passed on to new teachers.

When transferring to secondary school, we work closely with receiving schools to ensure they have a clear understanding of each child's needs. This may include additional meetings, enhanced transition arrangements, visits to the new setting and the sharing of SEND Support Plans and other relevant information. Where appropriate, personalised resources, such as transition books or visual supports, may also be developed to help children prepare for change.

Our aim is to ensure that every child feels confident, supported and well prepared for their next stage of education.

How are the school's resources allocated and matched to children's special educational needs?

Resources and provision are allocated according to individual need and are reviewed regularly to ensure they are having a positive impact on outcomes for pupils. The school receives a notional SEND budget, which is used to provide additional support, resources, interventions, training and specialist advice for pupils with SEND. Where appropriate, additional funding may also be accessed to support children with more complex needs.

How are decisions made about the range of support my child will receive?

Decisions are informed by assessment information, observations, pupil voice, parental feedback and advice from external professionals. High-quality teaching and Hertfordshire's Ordinarily Available Provision (OAP) form the foundation of support, with additional provision planned through the Assess, Plan, Do, Review process.

How does the school evaluate the effectiveness of its SEND provision?

The effectiveness of SEND provision is monitored through regular review of pupil progress, attainment and individual outcomes, alongside evaluation of interventions and the impact of reasonable adjustments and additional provision. The SENDCo monitors SEND provision across the school and reports to the Headteacher and Governors. SEND provision and outcomes are reviewed

as part of the school's self-evaluation and improvement processes, with adjustments made where provision is not having the intended impact.

How can I find out more information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information regarding the Hertfordshire Local Authority Offer can be found at:
www.hertfordshire.gov.uk/localoffer