

SEND Information Report – September 2025



Welcome to Westfield Infant School’s SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND)

Our school aims to:

- provide a caring environment based on mutual trust and respect
- provide a rich and stimulating learning environment
- enable each child to achieve confidence and success in a broad and balanced curriculum
- enable each child to live co-operatively with others, irrespective of age, gender, creed, class, colour or ability
- take into account the views of the children, parents/guardians and all professionals involved with the children

These aims apply to all our children regardless of race, gender, creed, ability or disability and provide the basis for all decision making within the school. Children with SEND, whether those needs relate to physical, behavioural or cognitive problems, will be afforded the same rights and responsibilities as other pupil members of the school’s community. Please refer to our Inclusion Statement.

Key People:

Headteacher – Mr Adrian Whitham	01246 566124	wishead@learnerstrust.org
SENCO (Special Educational Needs Coordinator) – Ms Jo Nash	01246 566124	wisjnash@learnerstrust.org

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Statements or Education, Health and Care Plans, and those without.

Our Approach to Teaching Learners with SEND

At Westfield Infant School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

Our school:

- has effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2015)
- has successful communication between teachers, children with SEND, parents of children with SEND, Teaching Assistants who run groups and, where appropriate, outside agencies
- acknowledges and draws on parents' knowledge and expertise in relation to their own child
- is committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- has an effective review cycle that allows us to monitor, review and plan for the next steps of development
- ensures that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning

The **Code of Practice 2015** identifies 4 key areas of SEND and at Westfield Infants, we welcome children whose needs fit into any of these categories;

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

Identifying the Special Educational Needs of Pupils

Westfield Infant School knows that a pupil has a SEND in a variety of ways:

- parents may inform the school prior to or during admission
- outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- the class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme
- staff may identify patterns of progress which raise concerns
- through discussion at staff meetings

It maybe that the school seeks additional information from consultation or assessments completed by outside agencies e.g. Educational Psychology, CAMHS, Paediatricians and Speech and Language Therapists.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided’

Who are the best people in school to talk to about my child’s difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher is responsible for:

- monitoring the progress of all children and identifying, planning and delivering any additional help your child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Individual targets and support as needed
- ensuring that the school’s SEND policy is followed in the classroom for all the pupils they teach with SEND.

- liaise with outside agencies who may be coming into school to support your child's learning e.g. Paediatricians, Speech and Language Therapists

Ms Nash, SENCO, is responsible for:

- developing and reviewing the school's SEND policy
- co-ordinating all the support for children with special educational needs or disabilities (SEND)
- ensuring that you as parents / carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how your child is doing
- liaising with all the other people who may be coming into school to support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist
- updating the school's SEND register and making sure that records of your child's progress and needs are kept
- providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- reviewing and monitoring any additional support your child may be receiving to ensure it best meets their needs.

Mr Adrian Whitham, Headteacher, is responsible for:

- the day to day management of all aspects of the school, including the support for children with SEND
- working closely with the SENCO and class teachers
- ensuring that the Champions Board is kept up to date about issues relating to SEND
- ensuring your child's needs are met

School Champion Board are responsible for:

- making sure that the necessary support is given for any child who attends the school who has SEND

What are the different types of support available for children with SEND in our school?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- the teacher has the highest possible expectations for your child and all pupils in their class
- all teaching is built on what your child already knows, is able to do and understands
- different ways of teaching are in place so that your child is fully involved in learning in class
- specific strategies, which may be suggested by the SENCO or outside agencies, are in place to support your child to learn
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Specific group, or one to one work

Intervention which may be run:

- in the classroom or outside
- by a teacher or a Teaching Assistant (TA)

Interventions are directly targeted towards the needs of the children and their impact is measured and monitored by class teachers, SLT and the SENCO.

Specialist activities run by outside agencies (e.g. Speech and Language therapy)

- This means they have been identified by the SENCO / class teacher and yourself as needing some extra specialist support in school from a professional outside the school. This may be from:
 - Local Authority central services
 - Outside agencies such as the Education Psychology Service (EPS)
 - Targeted therapies to match a specific need, e.g. Music Therapy

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, initially, speak to your child's class teacher.

If you continue to be concerned that your child is not making progress, you may speak to the SENCO or Headteacher.

How will the school let me know if they have any concerns about my child's learning in school?

- Initially, the class teacher will approach you to discuss these concerns.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - listen to any concerns that you may have
 - plan any additional support your child may need

- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school allocates support for children with SEND depending on their specific requirements. Different children will require different types of support in order to help them make progress and achieve their potential.
- The Headteacher decides on the deployment of resources for children with SEND in consultation with the SENCO and Champions, on the basis of needs in the school
- The Headteacher and the SENCO discuss all the information they have about SEND in the school including;
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making expected progress and for whom specific targets are developed.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated lessons to meet the needs of all pupils within the school setting and for target setting, and monitoring alongside the SENCO.
- Teaching Assistants working with small groups or individual children.
- Small groups for interventions listed in our school offer.
- Teaching Assistants offering support for children with emotional and social development.

Multi Agency Provision including Local Authority Provision which may be delivered in school

- Educational Psychology Service
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- Specialist Teachers for the hearing and visually impaired

Health Provision which may be delivered in school

- Occupational Therapy
- Physiotherapy
- CAMHS
- Input from Paediatricians
- SALT (Speech and Language Therapy)

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher.

- Progress in Phonics/Reading, Writing and Maths is formally assessed each term.
- Progress is monitored regularly by staff
- At the end of KS1 (Year 2) children may be formally assessed using Optional Standard Assessment Tests (SATS), and at the end of Foundation Stage they are assessed against the Foundation Stage Early Learning Goals. In Year 1, children's' early reading skills are measured in the phonics screening check.
- Where necessary, children will have specific targets based on areas of identified need. Progress against these targets will be reviewed regularly and future provision amended as necessary.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents will be invited to celebrate success, set further targets and evaluate provision.
- The school will also check that your child is making good progress within individual work and targeted group work through:
 - book scrutiny
 - observations if thought necessary
 - data analysis
 - pupil progress meetings
 - moderation meetings

- professional discussion

What support do we have for you as a parent of a child with SEND?

- The class teacher is available to discuss your child's progress, any concerns you have or to share information.
- The SENCO (Ms Nash) is available to meet with you to discuss any concerns or worries you may have.
- All information from outside agencies / professionals will be shared with you by the person involved directly, or where this is not possible, in a report.
- If required, a home / school communication book or online learning platform (for example Seesaw) can be used to share information.

How is Westfield Infant School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Accessibility Policy (see website).
- The school is on one level with easy access via a ramp and wide doors.
- There is a disabled toilet area.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity or a school visit.

How will we support your child when they are joining or leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us in Foundation Stage from a local pre school, or from home:

- The SENCO and or another member of staff will visit the pre-school as appropriate and meet with your child, teachers, and parents.
- The SENCO, Headteacher or class teacher are available to talk through any concerns with you and your child.
- A resource introducing the staff and setting may be produced if this would be beneficial to your child.
- Adaptations to the length of the school day, or a phased start can be arranged if this would be beneficial to your child.

If your child is moving to a new school we will:

- Contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place.
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new class this can be made for them.

In Year 2:

- The SENCO and / or class teacher will discuss the specific needs of your child with the SENCO and / or class teacher of the child's Junior school.
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Westfield Infant School.

- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school this can be made for them.

How will we support your child's emotional and social development?

At Westfield Infant School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Ms Nash (SENCO) for further advice and support. This may involve working alongside outside agencies.

How do we ensure your child's voice is central to decisions made about their education?

We believe that children are at the heart of any decision making and in planning around provision. We will always seek to ensure gain views and opinions asking them what help they need and to reflect on their progress. This is done during the review of EHCPs, but also more informally and daily during activities.

What is the local offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; <https://www.localoffer.derbyshire.gov.uk/home.aspx>

Who can I contact for further information or if I want to make a complaint?

Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about educational issues to parents of children who have Special Educational Needs and children who are likely to be, or have been excluded.

Their website is: www.derbyshireiass.co.uk.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Headteacher or SENCO, who will be available to discuss and aim to resolve any concerns. If required the Headteacher and/or SENCO are able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

Reviewed **September 2025**