



West Byfleet Junior School SEN Information Report 2023

West Byfleet Junior School is an Inclusive Mainstream School. We work to ensure that pupils are included in all aspects of learning and school life. We aim to provide a high standard of education which develops and inspires all our children. We have been a three from entry since September 2017, with the expansion of the school we now have an additional space 'The Oaks' building on the playground for the delivery of interventions and after school club. The school is well resourced and has a large playground and a sports field. We have an active PTA and encourage all parents and families to join us in the various activities planned throughout the year. The progress pupils with SEND make at West Byfleet Junior School exceeds National Average. SEND includes children with Special Educational Needs and Disabilities.

At West Byfleet Junior School we aim to deliver:

1. Focused lessons with sharp objectives
2. High demands of pupil involvement and engagement with their learning
3. Appropriate use of teacher questioning, modelling and explaining with high levels of interaction for all pupils
4. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
5. An expectation that pupils will accept responsibility for their own learning and work independently
6. Regular use of encouragement and positive praise to engage and motivate pupils

What kinds of Special Educational Needs are provided for at West Byfleet Junior School?

We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice. SEND refers to Special Educational Needs and Disabilities.

Communication and Interaction: This includes children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have an extensive range of resources which are used within the school to support Children's Speech and Language development. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use a variety of strategies and individual support to enable them to succeed within their classrooms.

Cognition and Learning: We support children with Cognition and Learning Difficulties through Quality First Teaching which includes effective differentiation for children with Specific Learning Difficulties such as Dyslexia or Dyspraxia. We also support children with Moderate Learning Difficulties and those with Multiple Learning Difficulties. Differentiation may be in the form of breaking down work into more manageable and achievable chunks, providing resources and additional visual supports, additional technology or through providing adult support. We run a number of interventions to support class teaching.

Social, Emotional and Mental Health: Some pupils may require additional or different provision to support their social and emotional development. We offer individual or group sessions with the school Pastoral Support Manager Mrs Segal, pupil mentoring and social skills groups. If necessary, we also contact outside agencies such as CAMHS (Child and Adolescent Mental Health Service), Freemantles Outreach and Behaviour Support Services. The Home School Link Worker Claire Clark supports parents, families and pupils on a wide range of issues.



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Sensory and/or Physical: We liaise closely with outside agencies to enable us to best support children who have Sensory or Physical difficulties. We source additional resources and training from experts. If required we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all. We encourage parents and carers to be involved in all decisions and value their expertise and unique knowledge of their child's needs.

[How does the school ensure that children who need extra help are identified early?](#)

At West Byfleet Junior School we track and monitor the progress of all children throughout the school year. Teachers evaluate their lessons daily and consider whether individual children are making expected progress. In addition to this every Class Teacher meets with the Senior Leadership Team at half termly intervals to analyse and discuss progress. If a teacher has concerns about a child they will raise them with Parents/ Carers and the Inclusion Managers.

[What should I do if I think my child has Special Educational Needs?](#)

Staff are vigilant in raising any concerns and Parents/ Carers are encouraged to speak to their child's Class Teacher initially. The Class Teacher can then consult the Inclusion Managers- Mrs O'Keeffe and Mrs Strawson. Our open door policy means that meetings are held as soon as possible. We liaise with outside agencies and welcome joint meetings and contact with any professionals involved with your child. We pride ourselves on building positive relationships with parents.

[How will the school support my child?](#)

The Inclusion Manager oversees all additional support programmes, it is the responsibility of all class teachers to be inclusive and plan for pupils with special educational needs.

When any concern is initially noticed it is the responsibility of the Class Teacher to take steps to address the issue. They will begin the SEND Support Arrangements which is based on an 'Assess, Plan, Do and Review' cycle. (More information on this cycle can be found in the SEND Policy on the school website).





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We monitor and track the progress and attainment of pupils, this data and assessment enables us to identify any additional needs and to celebrate achievement. Once needs have been identified, the SEN team who have a wide knowledge of SEND needs and a very good understanding of Specific Learning Difficulties meet to discuss and plan the most appropriate intervention required for each individual pupil. We then monitor the impact of interventions through half-termly tracking meetings and informal discussions with staff. This is implemented by the Deputy Inclusion Manager Katherine Severn. Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

How does the school evaluate the effectiveness of its provision?

The school has a termly assessment cycle following which we hold pupil progress meetings to discuss the progress of every SEN pupil. These are attended by the Class Teacher and the Senior Management Team. Following the results of these meetings the SEN team analyse the data of the pupils on the SEND register. Mrs Chapman collates the data for pupils with SEND and presents it in a termly report which is presented to governors. We consider the effectiveness of any interventions and make changes depending on the outcomes. All interventions are time limited and have clear expected outcomes. Pupils on the SEND register have a Pupil Profile and an ISP (Individual Support Plan) we use these to record targets, support and progress. The analysis of progress is linked with the targets set and we ensure that all targets are SMART (Specific, Measureable, Attainable, Relevant, Timed).

How does the school adapt the curriculum and learning environment for pupils with SEND?

We expect all teachers to deliver Quality First Teaching which includes differentiation to meet the needs of all learners. This maybe done through providing additional resources, teaching or support. We tailor learning to enable all pupils to make progress. For example, pupils who show signs of Dyslexia have personalised spelling lists and are encouraged to read the Dyslexia Friendly reading books in school. Our behaviour system is also personalised to meet the needs of individual children, Individual Behaviour Plans and Risk Assessments are created and regularly revised and updated. All teachers are supported to differentiate for their pupils. West Byfleet Junior School has access for pupils with physical disabilities this includes the installation of a lift as it is a two-story school building. Additionally, ramps and handicapped parking are provided for facilitating easy access to the school. We have a disabled toilet.

What additional support for learning is available to pupils with SEND?

Our School Provision Map gives detailed information about what support is available, all pupils receive Wave 1 or Quality First Teaching. Wave 1 or Quality First Teaching describes inclusive teaching which takes into account the learning needs of all the children in the classroom. It is achieved through appropriate differentiation through curriculum planning, learning tasks and teaching strategies. Support staff are given time each week to plan and prepare resources to meet the needs of SEND pupils.



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If additional support is required then the Class Teacher will consult with the Inclusion Managers and if necessary discuss with Parents/ Carers before introducing a Wave 2 intervention. All interventions are monitored for impact and the desired outcomes are defined at the start. Additional support maybe in the form of resources, assisted technology or adult support. We aim to create independent learners and are mindful not to create dependency on adult support whilst ensuring that children's needs are met.

[How will I be consulted about and involved in the education of my child?](#)

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with Parents/ Carers is the best way to support a pupil's learning and needs. We have an open door policy and will try to see or phone you within two working days following a request if possible. We have termly parent consultation evenings where we share progress, next steps and targets. The Class Teacher gives annual reports at the end of the year and in addition to this a short termly report showing progress and targets are sent home. ISPs (Individual Support Plans) are shared at Parent Consultation meetings. We hold Parent workshops on various curriculum areas and have a termly SEND coffee morning, which is an informal discussion and an information sharing event. Sometimes we invite Specialist Support Services to deliver training at the SEND coffee morning. We have a strong Parent Teacher Association and a large group of Parent Volunteers who assist in the classroom and with trips. Our website has information about the curriculum and also additional information to help families support their child's learning.

[What support is available for improving the Social, Emotional and Mental Health development of pupils with SEND?](#)

WBJs has a focus on metacognitive skills (how we learn). We have high expectations of all of our pupils, and although some pupils' levels may be below average, we aim to ensure that these pupils are able to make the best possible progress through individual provision mapping. This allows pupils to achieve a positive sense of success regarding their own learning and abilities. A range of rewards are awarded to pupils for exemplary or improved behaviour, work and/or attitude. Feedback given to pupils about their learning always identifies something they have done well, and something they should aim to do to improve their learning. Pupils are encouraged to discuss and evaluate their own learning performance and to identify what they think they might need to make progress. Where children have additional physical or medical needs the school will draw up an individual healthcare plan to ensure that this pupil's needs are known by all WBJs staff. If appropriate, a red cross (medical alert card) will be used to prioritise the pupil's well - being and safety in school. Pupil's social interaction is monitored regularly, and this enables vulnerable pupils to be identified. Where pupils have a particular difficulty in this area, support maybe provided through the school ELSA Mrs Segal. Regular class circle times are included as part of Personal, Social and Health Education (PSHE). WBJs celebrate children's successes and progress through our weekly achievement assemblies. We have a number of positive reward systems in place, including house points, given to pupils in recognition of their achievements. This gives pupils a sense of belonging and allows them to make a positive contribution both within their class and the wider school.



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Who is the Inclusion Manager and how can I contact her?

Further information and support about SEND issues is available from the Inclusion Managers, Mrs Sarah O'Keeffe and Mrs Emily Strawson. Both can be contacted by email: inclusion@west-byfleet-junior.surrey.sch.uk

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

Mrs Sarah O'Keeffe has been a SENCO since 2006 and is an experienced qualified teacher (B.A.Ed hons). Mrs Emily Strawson has been a SENCO since 2018 and hold the National Award for SENDCo. She is also an experienced qualified teachers, with teaching experienced in the both the mainstream and specialist sectors. Ms Katherine Severn is the Deputy Inclusion Manager who has a wealth of experience in supporting SEND children. Mrs Jenny Chapman is the school's Dyslexia Specialist teacher who is responsible for screening pupils whom staff or parents feel might be Dyslexic. We regularly invest time and money in training our staff to improve class teaching delivery, small groups and 1:1 interventions. We have staff trained to deliver wave 2 and 3 interventions. We hold weekly staff meetings where staff can be updated on matters relating to special educational needs and disability. Most staff have received First Aid, Defibrillator and Epi Pen training and the majority of Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class. All of our teachers hold Qualified Teacher Status, some of our support staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge. We work closely with the local educational services; including Educational Psychologists, Learning and Language Support, Behaviour Support Services, Primary Mental Health Worker, Traveller Support, Physical and Sensory Services, Occupational Therapists and Speech and Language Therapists.

How are equipment and facilities and specialist expertise secured to support children with SEND?

We have an Accessibility Plan and make every effort to make reasonable adjustments where possible, the school has a lift, ramps and automatic doors and disabled toilets allowing the school to be fully accessible for a person with disabilities. We have recently created a Sensory Room which offers a calming space for pupils experiencing emotional and behavioural difficulties. There is a Personal Evacuation Plans for any pupil who needs one. Equipment and resources are purchased for pupils with SEND when needed. There are a large number of resources in school that are used to support pupils, including laptops with Dyslexia Friendly software and computerised Phonic and Spelling programs. Our Single Equality Policy is a working document and we would ensure that expert advice was sought in the first instance to ensure that we were able to meet the needs of all pupils.

How are other bodies, including health and social services, local authority support services and voluntary organisations involved in meeting the needs of pupils and in supporting the families?

We are able to refer to Specialist Support Services after following the Assess, Plan, Do and Review cycle. For some services such as the Visual or Hearing Impaired Support Service we would make a direct referral before completion of the plan. We regularly invite other agencies to meetings and always ask parents/ carers to pass on our contact details to any professionals working with their children or family in case they wish to contact us. We provide reports



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when required and are also happy to attend meetings. We have established good links with outside agencies and are able to offer to organise meetings with parents when necessary.

[What should I do if I have a concern or complaint about SEND provision?](#)

If a Parent/Carer has a concern about their child they are encouraged initially to speak to the Class Teacher. If the matter cannot be resolved at this stage then the Inclusion Manager may become involved and a meeting arranged to discuss the issue further. The school's complaints procedure can be found on the school's website. If resolution between parent and school cannot be reached then parents will be advised to seek external support through the Parent Partnership spp@surreycc.gov.uk or 01737 737300.

[How will the school prepare and support my child when joining the school or transferring to a new school?](#)

Transition and induction are vital to ensure that a pupil makes a good start at a new school. Depending on the needs of the pupil we arrange visits or discuss with previous settings to help ensure that new pupils settle well. If additional support is needed or outside agencies are involved we try to ensure it is in place before the pupil starts. We also liaise with new schools and share information to provide continuity in the child's education. At the end of each year, we make sure that the new class teacher has all the relevant information about your child. We arrange an informal evening to give you the chance to meet the new teacher and will arrange individual meetings if needed. During the summer term we also look for opportunities for the new teacher and support staff (if known) to spend extended time with the class or individual pupil being supported. The SEN team can arrange extra transition for any anxious pupils to become more familiar with the school and its surroundings. Inclusion Manager's meet across the Secondary and Primary schools to share key information and arrangements about SEND pupils, and those with EAL and Medical needs.

[How are governor's involved and what are their responsibilities?](#)

Our SEND Governor is *Mr Jonathon Scott* who meets regularly with the Inclusion Manager to discuss provision, attend termly SEND coffee mornings for parents and is involved with SEND learning walks. The SEN governor ensures that SEN stays on the governing body agenda and provides a link between the governing body, its committees and the staff with regard to Special Educational Needs. Termly reports are provided for the governors to highlight progress in SEN pupils, focus areas and review of provision.

[What support services are available?](#)

Local Authority's Local Offer: <https://www.surreysendlo.co.uk/> Parent Partnership spp@surreycc.gov.uk or 01737 737300 Family Voice Surrey- a parent/ carer forum - www.familyvoicesurrey.org/



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Surrey's Local Offer contains information about services related to special educational needs, disabilities, education and more. To access all information please visit <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Surrey SEND Information, Advice and Support Service (SSIASS) provide confidential, impartial and independent information, advice and support for young people and parents/carers of children and with special educational needs or a disability (SEND) aged 0 to 25. To access their support please visit www.sendadvicesurrey.org.uk

If you are concerned about the safety of a child contact the Surrey Children's Single Point of Access (SPA)

www.cshsurrey.co.uk/our-services/service-adults/single-point-access-spa