

## SEND Information Report

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SEND Governor – Mr Jonathon Scott

This SEND Information Report is designed to give an insight into what we at West Byfleet Juniors can offer to all children and, in particular, the additional resources and support for those children with SEND. It forms part of Surrey Councils Local Offer which is available on <https://www.surreycc.gov.uk/children/support-and-advice/local-offer>. The below statements are taken from the SEND Regulations 2014 and Section 6.79 of the **SEN Code of Practice** to ensure this SEND information Report complies with legislation.

West Byfleet Junior School is mainstream 3 form entry junior school, committed to inclusion, providing a happy, structured, and inspiring environment where every child can learn and succeed. Our values, represented by A ROCK, form the foundation of our school's ethos and approach to teaching.

We welcome all children, celebrating their diverse abilities, faiths, and cultures with care and respect. Our goal is to help every child reach their full potential.

We believe every child deserves a broad and balanced curriculum, teaching that meets their individual needs, and full access to extracurricular activities. Each child is valued as an individual, with their confidence and self-esteem actively supported.

We also believe that parents and carers are key partners in education, and we work closely with them to support each child's learning journey.

**1. The kinds of special educational needs for which provision is made at the school.**

We are a fully inclusive, mainstream school committed to meeting the requirements set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (2015). Admissions for all pupils—whether or not they have special educational needs—are handled in accordance with our whole-school admissions policy, which follows the guidelines of Surrey Local Education Authority (LEA).

Our school supports a diverse range of pupils, including those with special educational needs or disabilities, pupils for whom English is an additional language, and those identified as more able. While we recognise that not all children with disabilities have special educational needs, we are committed to ensuring that all children with disabilities can participate fully in school life. We make reasonable adjustments to our practices in line with the Equality Act (2010) to promote full inclusion.

We strongly believe that *every child matters*. Our goal is to identify and respond to each child's individual needs as early as possible, providing support that fosters their development in the most effective way. We value and celebrate effort just as much as achievement.

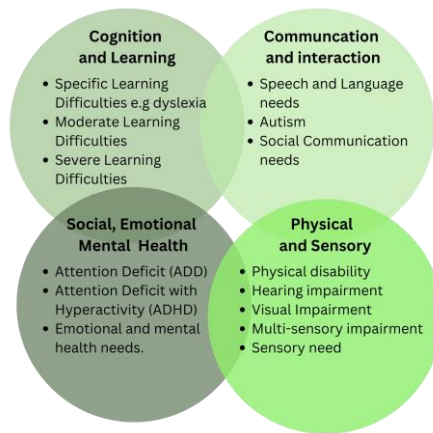
**2. Information about the school's policies for the identification and assessment of pupils with special educational needs.**

Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND which aligns with our school mission statement where we aim "To educate all pupils in a safe, secure and fully inclusive environment demonstrating financial oversight and prudence."

At our school we take the definition for SEND and for disability from the SEND Code of Practice (2015). This states that: *'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'*

Some of our children are identified as having SEND or a disability prior to joining West Byfleet Junior School. We liaise closely with any feeder schools sending children with known special needs. Other children are identified as having SEND during their time with us. When considering whether a pupil has SEND, the 2015 Code of Practice advises that a pupil may be identified as having a SEND if, despite receiving quality first teaching and additional support, he or she makes less than expected progress. Less than expected progress can be characterised by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the gap between the child and peers
- Widens the attainment gap



#### The Four area of Need

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including**

3a- how the school evaluates the effectiveness of its provision for special educational needs (SEN) students

At West Byfleet Junior, we look at the needs of the whole child—not just their special educational needs—so we can understand how best to support them. Based on this, we put the right support in place to help each pupil.

We monitor every pupil's progress regularly, both informally throughout the term and formally during termly progress meetings. We track progress in all areas of learning and development, including academic work, social skills, and emotional well-being.

If a pupil isn't making expected progress, even with high-quality teaching and extra support, they may be identified as having a special educational need.

Parents are encouraged to talk to their child's class teacher or a member of the school's Inclusion Team if they have concerns about their child's educational needs or progress.

3b- the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

We monitor each pupil's progress regularly through both informal observation and formal termly progress meetings. This includes tracking development across academic learning, social skills, and emotional well-being.

The school follows a structured termly assessment cycle to review the progress of all pupils, including those on the SEND register. As part of this process, the SEN team carefully analyses assessment data for all pupils with SEND. Mrs Chapman, our Inclusion Manager, collates this data and presents a detailed report to the governing body each term.

Pupils on the SEND register have an Individual Support Plan (ISP), which outline their targets, support strategies, and track their progress. ISPs are reviewed termly, and new SMART targets (Specific, Measurable, Attainable, Relevant, Timed) are set accordingly.

All interventions are time-limited, with clear expected outcomes, and their effectiveness is carefully evaluated. Adjustments are made as needed based on the outcomes and progress towards targets. The use of a variety of assessments, including NFER tests, also supports our understanding of pupil progress through robust summative data.

<p>3c- the school's approach to teaching pupils with special educational needs</p>	<p>We expect all teachers to deliver Quality First Teaching which includes differentiation to meet the needs of all learners. We use Surrey's Ordinary Available Provision in our classroom to further support the needs of all learners. We consider ourselves to be an inclusive school.</p>
<p>3d- how the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p>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. All teachers are supported to differentiate for their pupils.</p> <p>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 disabled parking are provided for facilitating easy access to the school. We have a disabled toilet.</p>

<p>3e- additional support for learning that is available to pupils with special educational needs</p>	<p>Our School Provision Map gives detailed information about what support is available. All pupils receive Wave 1 or Quality First Teaching - 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.</p> <p>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.</p>
<p>3f- how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities, school trips etc) together with children who do not have special educational</p>	<p>We believe that all children should have equality of opportunity and this is outlined in our School Equality Policy and Single Equality Scheme in line with the Equality Act 2010. Our SEND policy promotes the involvement of all our children in all aspects of the curriculum including activities outside the classroom such as school trips, library visits and swimming lessons. Risk assessments are carried out for all trips with specific emphasis on individual children. Pre-visit checks will be done to evaluate facilities and risks, and appropriate arrangements made, such as extra adult supervision or an adapted route or task. If a child has anxiety about a trip, our staff will work closely with the child's parents to alleviate this anxiety, and may employ a number of strategies, for example, the use of a social story, to support the child. All children are encouraged to participate in lunchtime and after-school clubs.</p>

3g- support that is available for improving the emotional, mental health and social development of pupils with special educational needs

At West Byfleet Junior School, we believe that a child's emotional well-being is just as important as their academic progress. We are proud to be a welcoming and inclusive school that supports both pupils and their families across all aspects of school life.

**A Nurturing School Environment:** We are committed to creating a nurturing and supportive environment where children feel happy, safe, and valued. Our staff work hard to promote positive mental health and emotional development throughout the school.

Our ethos is underpinned by strong school values, a dedicated pastoral team, and a curriculum that supports personal, social, and emotional growth. Staff build strong relationships with pupils and work in close partnership with parents to ensure every child is well supported.

**Mental Health in Schools Team:** The MHST is a group of trained professionals who work with schools to promote good mental health and provide early support for children and young people with mild to moderate emotional or mental health difficulties. The team works alongside school staff, pupils, and families to help improve emotional well-being

**Positive Behaviour and Emotional Support:** Our whole-school behaviour policy is built on positive choices, mutual respect, and helping children take responsibility for their actions. It sets out clear expectations, consistent boundaries, and rewards positive behaviour. We have a trained ELSA (Emotional Literacy Support Assistant) and a Home-School Link Worker who work with pupils, families, and staff to support emotional well-being. We use The Zones of Regulation across the school to help children recognise and manage their emotions effectively. Our Pastoral Team (Inclusion Manager, ELSA, and HSLW) meets regularly to discuss pupils who may benefit from

extra support and to plan appropriate interventions. Mindfulness and well-being activities are part of our daily routines, helping children develop resilience, self-awareness, and healthy coping strategies.

**Celebrating Effort and Achievement:** We celebrate children's efforts and successes in a variety of ways, helping to build self-esteem and a love of learning. We believe that recognising effort is just as important as recognising achievement.

**Pupil Voice and Responsibility:** Our School Council gives children a voice in shaping their school experience. Through taking on roles of responsibility, pupils build confidence, feel valued, and contribute to the wider school community.

**PSHE & Values Curriculum:** Our PSHE (Personal, Social, Health and Economic) education and Values curriculum provide regular, planned opportunities for children to explore important life topics. These include; Friendship, Resilience, Respect and Relationships

All lessons are taught in an age-appropriate and meaningful way that encourages open discussion and emotional awareness.

**Health, Safety, and Inclusion:** Staff are trained regularly in pastoral care and safeguarding. Where children have medical or physical needs, we create individual Healthcare Plans in partnership with health professionals and families.

	<p><b>Social Skills and Attendance Monitoring:</b> We closely monitor social interactions to identify children who may need additional support. Interventions might include:</p> <ul style="list-style-type: none"> <li>○ Social skills groups</li> <li>○ Playground buddies</li> <li>○ One-to-one mentoring</li> </ul> <p>Attendance is also regularly reviewed, and we work with families to address any concerns and prevent extended absence</p>
<p><b>4. The name and contact details of the SEN co-ordinator.</b></p>	<p>Further information and support about SEND issues is available from the Inclusion Managers, Mrs Emily Strawson and Mrs Anna Thomson. Both can be contacted by email: <a href="mailto:inclusion@west-byfleet-junior.surrey.sch.uk">inclusion@west-byfleet-junior.surrey.sch.uk</a>. Both Mrs Strawson and Mrs Thomson hold the National Award for Special Education Needs Coordinator (NASENCO)</p>
<p><b>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</b></p>	<p>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 Auto- Inject 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, Specialist Teachers for Inclusive</p>

	<p>Practise, Mental Health in School Team, Physical and Sensory Services, Occupational Therapists and Speech and Language Therapists.</p>
<p><b>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b></p>	<p>We are fully compliant under the Equality Act (2010) 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 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.</p>
<p><b>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</b></p>	<p><b>Early Concerns:</b> If there are initial concerns about a child’s progress, the class teacher will discuss them with the parents or carers. Together, they will agree on a plan of action, which will be reviewed regularly. If concerns remain, the school’s Inclusion Manager will be consulted to help decide whether the child should be placed on the SEND register. Parents will continue to be involved in all stages of planning, reviewing, and assessing their child’s progress.</p> <p><b>Hearing and Vision Checks:</b> Hearing and eyesight tests are often recommended early on to rule out any physical issues that could be affecting progress.</p> <p><b>Assessments and Specialist Support:</b> The school may carry out further assessments to better understand a child’s needs. With parental consent, we may also involve external professionals such</p>

	<p>as Freemantles Outreach or STIPS (Specialist Teachers for Inclusive Practice) to carry out specialist assessments.</p> <p><b>Consultations:</b> If outside agencies are involved, parents and carers will be invited to meetings with these specialists and will receive a copy of any reports from the consultations.</p> <p><b>EHCP Reviews and Transitions:</b> Children with an Education, Health and Care Plan (EHCP) have their progress formally reviewed each year. In Year 5, reviews include planning for secondary school with input from parents and the Local Authority. In Year 6, the SENCo from the receiving secondary school is invited to attend the review meeting.</p> <p><b>Working with Parents:</b> We operate an open-door policy. The Inclusion Team is easily contactable through the school office, phone, or email. Parents are welcome to meet with staff at any time to discuss their child's progress. Additional meetings can be arranged as needed or at a parent's request. We value the insight parents provide about how their child learns best and use this information to support the child more effectively in school.</p>
<p><b>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</b></p>	<p>Children's self-evaluation is actively encouraged throughout the school. All children with SEND have an 'Individual Support Plan' which are review termly by class teachers and the Inclusion Team. This allow each SEND pupil to have 3 individual targets. For our pupils who have recognised diagnosis, but no SEND need, they will receive an 'All About Me'. This outlines what is important to them, how they learn and how best to support them. These are used by all teachers to ensure that individual needs are met. Specific targets and additional provision are discussed where appropriate with the children and they are supported where necessary to think of strengths, areas for development and how best to develop in these areas. Where children have EHCPs they are involved in assessing</p>

	<p>how they are developing against the specified outcomes and may, where appropriate, be invited to attend annual review meetings.</p>
<p><b>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>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 LSPA (contact details below)</p>
<p><b>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</b></p>	<p>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 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.</p>

<p><b>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32 (mediation)</b></p>	<p>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 <a href="http://www.sendadvice.surrey.org.uk">www.sendadvice.surrey.org.uk</a></p>
<p><b>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</b></p>	<p>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 Inclusion 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.</p>
<p><b>13. Information on where Surrey's local offer is published</b></p>	<p><b>Surrey Local Offer:</b> <a href="https://www.surreycc.gov.uk/children/support-and-advice/local-offer">https://www.surreycc.gov.uk/children/support-and-advice/local-offer</a></p>

**LSPA:** The Learners' Single Point of Access (L-SPA) helpline offers help and support if you have a query relating to a child with additional needs in Surrey.

Both parents and practitioners working with children in Surrey are welcome to call the L-SPA.

It is open from 9am to 5pm, Monday to Friday, all year round (except Bank Holidays) on 0300 200 1015.

If you want to talk about a specific named child, you will need parental permission to contact the L-SPA. Any concerns about the safety or wellbeing of a child or young person must be made to the **Children's Single Point of Access (C-SPA)**.