

West Bridgford Junior School

Special Educational Needs

Information Report September 2025

What are the kinds of special educational needs, for which the provision is made, at West Bridgford Junior School?

West Bridgford Junior School is a mainstream school. The Executive Head Teacher/Head of School/SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. We believe that all children are entitled to be valued equally and encouraged to develop their full potential across the whole curriculum. To this end we are committed to the implementation of a whole-school, co-ordinated, team approach necessary to address the diverse needs of the children within our school. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories; Communication and Interaction, Cognition and Learning, Social and Emotional and Mental Health, Sensory and / or Physical Needs.

How does West Bridgford Junior School identify and assess children with special educational needs?

- a) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) Pupil progress meetings are used to monitor and assess the progress being made by the child.

Identification Methods

- Transition meeting from KS1 – KS2
- Transfer records
- Teacher and TA observation
- Parental concern and involvement
- Outside agencies involvement
- Pupil progress meetings with class teachers, Executive Head Teacher, Head of School and SENCO to monitor children's progress

Assessment Methods

- Year 6 SATs
- Pupil Progress meetings
- End of term assessments in maths and English (where appropriate)
- B squared Pre-Key Stage Steps
- Dyslexia screenings

How will the school staff support my child?

Executive Head Teacher/Head of School:

- Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- Work with the SENCO and SEN Governor to determine the strategic development of the SEN Policy and provision in the school
- Determines the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff
- Monitors data analysis and report back to governors
- Ensure links with Family schools

SENCO:

- Works with the Executive Headteacher and SEN governor to determine the strategic development of the SEN Policy and provision in the school
- Ensures a consistent whole school approach to special needs.
- Ensures that relevant background information about individual children with special educational needs is collated, recorded and updated.
- Disseminates relevant information about children with additional needs.
- Maintains the upkeep of an appropriate special educational needs register and review each term (updated and shared with staff at least termly).
- Seeks advice and support and liaises with outside agencies and with other SENCOs
- Monitors the impact of interventions strategies and act upon the findings.
- Arranges formal reviews three times a year or when necessary and ensure completion by teachers of appropriate support plans.
- Attend termly Family Springboard Meetings and make appropriate referrals.
- Supports class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- Write Higher Level Need bids and attend Family moderation visits and meetings.
- Ensures effective transition of pupils in year 2 and year 6 who are on the SEN register, in liaison with staff.
- Liaise with other SENCOs within the family regarding AFN and FNF budgets and training across the family of schools.
- Liaises with SENCOs at the West Bridgford Infant School and the West Bridgford School as well as other schools the pupils may transfer to and from.
- Monitors the use of, maintains and develops SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs.

- Coordinates the support of external agencies.
- Contribute to the in-service training of staff.
- Organise a timetable of Teaching Assistant (TA) support. Adjusts timetable throughout the year to respond to need and effectiveness of intervention strategies.
- Monitors the effectiveness of Teaching Assistants and support when necessary.

Class Teachers:

- Take responsibility for the needs of all their children
- Ensure planning is fully inclusive
- Complete SEND support plans, provision maps and tracking documents termly.
- Liaise with TA's to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, TAs, parents and children to write appropriate targets
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the Executive Head Teacher/Head of School and SENCO to monitor the progress of vulnerable pupils and act upon their findings to 'diminish the difference' in learning
- Complete notes for and be involved in attending review meetings with families and SENCO
- Implement in-class support and differentiate teaching
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- Show care and concern through a flexible and positive approach when dealing with pupils with special educational needs and the difficulties which these children encounter
- Where possible and appropriate, share with the children their learning targets. Give them opportunities to voice their view on their learning and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher in school and where children move schools regarding needs, targets and involvement of other agencies
- Implement strategies to ensure classrooms are dyslexia friendly

Teaching Assistants:

- Liaise with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with class teachers and SENCO to support the setting of appropriate targets for children's Support Plans
- Access planning prior to lessons
- Support children to achieve their targets
- Implement dyslexia friendly strategies
- Implement interventions, monitor their impact and feedback to the SENCO and class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside SENCO and class teacher to make sure all children's needs are met including physical and care needs

How is the decision made about the type and how much support my child will receive?

All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. In-school support and interventions are decided by the Executive Head Teacher/Head of School, SENCO and the class teacher. Some pupils with SEN may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of a secondary school (The West Bridgford School) and its feeder primary schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High Level Funding.

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

A range of extra-curricular activities are available for children and young people at the school. These can take place during lunch times or after school. Reasonable adjustments are made to enable children with special educational needs access to all of these activities. Parents/carers are invited to attend a variety of school trips.

What support will there be for my child's overall well-being?

- Children with complex medical needs will have a care plan in place
- Training is given to staff regarding diabetes, first aid and the use of Epi-pens
- The West Bridgford Junior School building is a secure site to ensure the safety of the children
- E Safety is taught to all children
- There is a behaviour policy in place
- PHSE, School Council and Class Council gives children a voice and ensures their social and emotional well-being
- Wellbeing sessions are timetabled weekly in every class
- Nurture provision and ELSA is available for children who need additional support with the SEMH needs.

What specialist services and expertise are accessed by the school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Termly Springboard meetings are held with the family of schools, Specialist Inclusion Support Services and Educational Psychologist. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be discussed with the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Rushcliffe Primary Behaviour Partnership
- Physical Disability Specialist Services
- Integrated Children's Disability Service
- Neurodevelopmental Behaviour Support Service
- Occupational Therapy
- Specialist Inclusion Support Services

- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse
- Mental Health Support Service
- Community Paediatrician
- Occupational Health
- CAMHS
- Ask Us (Formerly Parent Partnership)

How does the school evaluate the effectiveness of provision and what are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make on-going assessments as well as using a variety of assessment tools. Parent reviews are held in the autumn, spring and summer terms to discuss progress with the parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the Executive Head Teacher/Head of School, SENCO and year group teams are held to monitor progress of different groups including children with SEN.

Year group teams meet each term to discuss pupil's progress and set new targets for the following term. Interventions and extra support are recorded on a provision map and progress is monitored.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Executive Head Teacher/Head of School, SENCO and SEN Governor. Information is gathered from different sources such as feedback forms, pupil progress data, and parents' evenings.

Evidence collected will help inform School Improvement Plan.

What training have the staff supporting SEND had or what training are they having

- All staff have access to the 'National College' training
- Specialist Family Support Service (SISS) provide training as well as signposting a range of training that is available
- Rushcliffe Primary Behaviour Partnership has provided training on behaviour management and will continue to offer support to both staff and children where necessary
- The Educational Psychologist provide training in a range of needs
- The family of schools share best practice through Springboard Meetings and Family Senco Meetings
- Members of staff have received training in ELSA (Emotional Literacy)
- Individual staff also attends training to support specific needs as part of their CPD

How accessible is the school both indoors and outdoors?

Building

The school has been partially adapted to accommodate children with a physical disability. The main entrance to the school and building has a ramped approach and door suitable for wheelchair access.

There is also a ramped approach and door suitable for wheelchairs that can be accessed from the playground. Both access doors have handrails. There is one purpose-built access toilet in the main entrance. There is also an access toilet at our annex on Tudor road.

Assistive technology

In school we use technology to support the children in a variety of ways. We use specific software for the laptops and apps for the iPads to support children with different needs. We have access to support and advise should any child require an assessment in assistive technology.

Curriculum access

Strategies may include:

- Differentiated planning
- Using technology and other supporting resources such as Clicker and Doodle Maths
- Adult support
- Specific interventions
- Individual and group teaching/support session with a TA
- Co-operative grouping, for example gender specific or mixed ability
- Pair working and buddying
- Specially prepared Learning materials
- Specialist equipment

How are parents involved in the school?

West Bridgford Junior School is committed to working in partnership with parents. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents are invited to reviews in the autumn, spring and summer term to contribute to their child's Support Plan. School diaries can also be used as another form of communication between parents and teachers. There may be a Home/School Diary to communicate, on a daily basis to parents. Information on support agencies, including the 'Ask Us' Project, is available from the SENCO.

How are children involved in their education?

Children's views are sought for in a variety of ways:

- If they have an EHCP their views are sought through a child friendly questionnaire
- Children are able to contribute their views in class council and school council
- Support Plans are shared and views sought from the children about them

Who do I contact if I have a concern / complaint?

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible these concerns would be addressed by the class teacher. If this is not possible, the SENCO, Executive Head Teacher/ Head of School will become involved. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, who will be able to advise on formal procedures for complaint.

Parents are kept up to date with their child's progress through parent' consultation evenings in the autumn, spring and summer terms. Reports are given at the end of the summer term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority 'Ask Us' service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor is Lucy James.

How does the school involve other bodies in meeting the needs of pupils with SEN?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge, information and training with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Executive Head Teacher/Head of School/SENCO who will then inform the child's parents.

What are the admission arrangements?

These are detailed on the WBJs website: www.wbjs.com

The contact details of the SENCO are office@wbjs.com Tel: 01159140201

What are the arrangements for supporting pupils with SEN in transferring between phases of education?

Transition to KS3

- The SENCO from The West Bridgford School is invited to the Year 6 reviews and there is close liaison with the head of Year 7. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.

- In the summer term the KS3 SENCO at both feeder schools invites pupils, for whom there are concerns regarding transfer, for extra visits.
- Transfer forms are completed by the class teacher and relevant documentation is transferred indicating the child's needs, placement on the register, relevant assessments, special arrangements that have been made at KS2 SATS and the nature of current support.
- The SENCO informs the feeder schools of any pupils with specific learning needs, and if any special arrangements have been made at KS2 SAT's. The KS3 visits West Bridgford Juniors to discuss all children on Special Needs Register and may attend transition meetings, if appropriate.

Transition to KS2

Transition into school, between classes and onto their next school is carefully managed by all the staff. All parents receive a booklet explaining the provision of learning support upon the admission of their child to West Bridgford Junior School. At the end of each year the staff attends a feed forward meeting with the new teachers of their old class. All relevant information including details of any interventions used, strengths and needs of the child are discussed and passed on.

- Since September 2024, we have had a more formal collaboration in place with West Bridgford Infant School, with the Executive Head teacher and SENCO currently working across both schools. This has helped to aid a smoother transition process.
- The SENCO attends the reviews of the Year 2 children transferring in September. At the reviews, parents of children with more complex needs will be invited in the Summer Term to a meet with the SEN Manager to discuss their child's needs.
- The SENCO from key stage 1 passes on relevant information to the SENCO who then disseminates it to the year 3 team.
- Pupils are invited to WBJ for the afternoon to meet their 'Buddies' and this is an opportunity for the class teachers and the SENCO to meet and discuss the needs of the children.
- Pupils are invited for a morning 'Class swap' to meet their new teacher and teaching assistants.
- In the summer term some children will, with a TA supporting transition, attend extra visits to The West Bridgford School to familiarise themselves with the support available and meet the staff.

What is the local Offer and what information does it include?

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 Nottinghamshire 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. West Bridgford Junior School is part of the Authorities Local Offer.

Reviewed by James Willis (Executive Head Teacher), Hanna Myring (SENCO) September 2025