

SEND report to Governors

Name of School: Westfield Primary School

SENCo: Vicki Bowery

Date of report: September 2025

SEND Governor: Colin Cattnach

SEND Provision:

At the start of this academic year we have reduced to 12 teaching assistants, 11 of whom have directed 1:1 time within the day linked to pupils with Education, health, care plans (EHCPs). We have 2 Teaching assistant apprentices, who undertake almost the same duties and are deployed across key stage 2.

Priorities for TA deployment largely remain the same.

- Meet the needs of students with Educational, Health, Care Plans and/or disabilities.
- Providing interventions to support learning.
- Supporting a wide range of other pupils on the SEND register across the curriculum
- Developing social and emotional skills while monitoring mental health, also providing nurture and ELSA provision.

Leadership of SEND: 0.6

Three days a week directed to the leadership of SEND within the school and two days a week directed for teaching Dolphin class in Year 3.

The role in school is providing strategic direction to develop the SEND provision and policy. The SENCO manages the daily deployment of teaching assistants and consistently analyzes where and what the highest need is within school. The role coordinates and reviews SEND provision across the school, liaising with external agencies. Professional advice and support is offered across the school to adjust or personalise resources. This ensures that all children have appropriate work and resources available to support their learning in all subjects. Over the last year there has been an increased theme of intense contact with the local authority to discuss adequate additional funding to provide our pupils with the provision listed in their EHCPs and bespoke packages for pupils who have been really struggling in a mainstream setting.

Each long-term pupil progress meetings are held between phase leaders, class teachers and the SENCO. This is an excellent opportunity to discuss children's progress or barriers to learning, particularly in the early years.

There are also three opportunities a year for SEND parents to meet with teachers and review SEND Support. Plans are written and reviewed by class teachers under the guidance of the SENCO to ensure they form part of a graduated response. These plans will include targets to achieve, strategies that will support the children and indications of impact.

SEND input and support is sometimes required Team Around the Child/Family meetings (TAC/F), often alongside our Parent and Family Support Advisor (PFSA).

Priorities for the year:

- To align SEND practice and consistency across the school.
- Insist on a robust system of graduated response (plan, do, review) in SEND Support Plans. This will ensure consistency of target setting and impact review across the school.
- SEND Support Plans to be holistic and include all information about the child.
- To gather evidence on our journey to acquire the British Dyslexia Association Quality Mark
- To ensure early identification of children with communication and interaction needs and address these through staff training and effective intervention to ensure these children make at least expected progress.
- To support high level of need in Reception 2025 cohort and ensure early intervention is successful in identifying needs and provision
- To develop the expertise and confidence of the new SENCO through high-quality CPD.
- Ensure provision for SEN pupils continues to be inclusive, well-differentiated, and robustly tracked.

- To strengthen communication with parents of pupils with SEND, ensuring they are well-informed, supported, and actively engaged in their child's learning journey.

SENCO Continuing Professional development:

The MNSP SEND Hub provides SEND networks.

BANes provide SEND conferences each long term to communicate local updates.

Regular meetings and communications with Melissa Hoare (MNSP Consultation, funding and placement lead).

Staff CPD provided by SENCO:

- Relaunch of 'Talk Boost' intervention with teaching assistants. Links to whole school Oracy
- Support to develop our 'Autism Champion' with the Specialist Autism Support Service. One teaching assistant is now taking on responsibility and supporting others.
- Introduction of *Sensory Circuits* as an intervention with support of Lansdown Park and MNSP SEND Occupational therapist.
- Line management of teaching assistant performance management/appraisals.
- Four teaching assistants have completed the Elklan speech and language course.

Assessment

The assessments carried out by the SENCo are additional to and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all children. This is to ensure we can measure value added and see the smallest steps of progress. The assessments always highlight the next steps for the child, through their SEND Support Plan:

- FFT Reading Assessment Programme (RAP)
- Basic Number Screening Test
- Vernon Word Spelling Test
- Thrive Assessment
- Nessy Dyslexia and Phonics screening assessment

Data:

Key Attainment Indicators SEND pupils 2024-25:

- GLD (8) 12.5%
- Y1 Phonics (9) 88.9%
- Y2 Phonics (9) 66.7%
- Y6 (12) Maths SS - 105.92 Reading SS - 103.83
- Maths - 91.7% Reading - 75.0% Writing - 66.7% RWM - 58%

Communication between school staff, parents and students

Parents are encouraged to meet with the SENCo throughout the academic year to support their involvement in establishing support and provision and in reviewing targets and support strategies. The school aims to provide at least three formal opportunities during the school year for parents to meet with the SENCo to discuss the progress of their child.

Parents are encouraged to contact the SENCo by telephone or email if there are any SEN concerns or queries regarding the

support of their child. Conversations are encouraged at parents' evenings.

Students with an EHCP have a mandatory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post.

External Professional Agencies

Westfield Primary School works closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust.

- Specialist SEND and AP Service
- Educational Psychology Service
- Specialist Autism Support Service
- Children's Social Care Services
- Looked After Children Support Team & Virtual School for LAC
- Connecting Families
- Lansdown Primary Academy
- Headstand PE
- Southside
- Education Inclusion Service

Primary Care Trust (Health Authority services)

Child and Adolescent Mental Health Service (CAMHS) Mental Health Support Team

Sensory Impairment Team

Speech & Language Therapy Service

Occupational Therapy Service

Physiotherapy Service

School Nurse

MNSP SEND Hub:

Speech and Language Therapy

Occupational Therapy

Behaviour Analysis

SEND Support and Advice