

Westbury Infant School



SEND Information Report

September 2026

Our School:

At Westbury Infant School, we pride ourselves on offering an inclusive Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) education with a focus on 'We can, we will.' We believe every child can and will achieve through a holistic, child centered approach. Our aim is to create a calm, structured and happy environment in which the pupils feel safe and secure and can learn and develop both their academic skills alongside their social and emotional skills, supported by an experienced and dedicated staff team. We will provide inclusive support for all our children and help them to reach their full potential. In order to do this, quality first teaching (QFT) occurs first and foremost, along with adjustments that fall within our 'ordinarily available provision' for all children. However, for some children there are occasions when further additional, targeted or specialist support may be needed to help them achieve their targets and outcomes. Most children will require some kind of additional support at some stage during their educational journey and our staff are well trained to provide this further level of care when it is needed.

We believe that every child, regardless of race, gender, or disability, has an equal right to access a curriculum that is broad and balanced. We aim to address children's needs and support their development in the most appropriate way. Children may require support and provision that is additional to and/or different from their peers if their needs fall into one of the following four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

The **Special Educational Needs and Disability code of practise 0-25yrs (July 2014)** identifies SEND in the following way:

- "A child or young person has SEN 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 young person has a learning difficulty or disability if he or she:
1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions"

CHILDREN AND FAMILIES BILL 2014:

The Children and Families Bill (2014) underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEN. The reform programme involves:

- Replacing Statements and learning difficulty assessments with a new birth to 25 Education and Health Care Plan (EHCP)
- Improving cooperation between all the services that support children and their families.

Principles underpinning Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents;
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;

- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Key information relating to SEND at Westbury Infant School:

- There are currently 183 children on roll, 166 in the mainstream and 17 in our Resource Base. The percentage of pupils with SEND in the mainstream is 19% (31 pupils). The % of pupils in the whole school, therefore including Resource base children, is 26% (48 pupils).
- The total percentage of pupils with an EHCP in the mainstream and Resource Base is 11%. (17 pupils in the RB, 3 pupils in the mainstream.)
- There are currently 8 classes at Westbury Infant School - 2 Reception, 4 mixed Year One/Two classes and 2 Resource Base classes.
- Special dietary requirements can be accommodated. Please contact the school office on 01373 822716.
- We did not receive any formal complaints last year regarding SEND.
- The 2 Resource Base classes at Westbury Infant School can accommodate up to 20 EHCP children with complex needs and places are allocated by Wiltshire Local Authority. For further information regarding the Resource Base please contact Miss Vicky Hackeson (Resource Base Manager) or Mrs Amy Rockey (SENCO) on 01373 822716.
- For any forms of SEND support, please contact our SENCo, Mrs Amy Rockey, who works Monday-Thursday.
amy@westbury-inf.wilts.sch.uk
01373 822716

Frequently Asked Questions:

Who can I talk to about my child's educational difficulties and/or SEND needs?

Class Teachers	All teachers are responsible and accountable for the progress of the pupils in their class, including pupils with SEND. The class teacher is responsible for your child's day to day education. Our teachers: • Ensure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENCO as necessary • Work with the SENCO and the family to develop SEND Support Plans and share and review these with parents at least 3 times a year and plan for future provision • Ensure that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress
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	• Ensure that all staff working with your child in school are supported in delivering the planned work for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources • Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENCO. How can I talk to them about my child if I need to? As a school, we welcome regular communication between parents and school on how a child's day has been. You can contact your child's class teacher by visiting them at the end of the day, telephoning the office to make an appointment or by sending an email to the class email address.
Teaching Assistants (TAs)	TAs may work with your child in the classroom, in small groups and/or one-to-one throughout the school day, as directed by the class teacher and SENCO. In some instances, a Teaching Assistant (TA) may be allocated specifically to one pupil if they have complex special educational needs and/or disabilities. This child is likely to have an EHCP and specific, allocated funding from the Local Authority. Our TAs are trained in the 'Thrive approach' and are able to deliver support for social, emotional and mental health needs. In our Resource Base, the more specialist TAs work closely with pupils in much smaller ratios. They will accompany the Resource Base children when they join their mainstream classes to ensure inclusivity.
SENCO	The SENCO at Westbury Infants School is Mrs Amy Rockey. The SENCO is responsible for: • The day-to-day management of all aspects of SEND in the school. They give responsibility to class teachers and TAs but are still responsible for ensuring that your child's needs are met. • Coordinating all the support for children with special educational needs (SEND) and or Disabilities, and reviewing the school's SEND and Accessibility Policies to make sure all children get a consistent, high quality response to meeting their needs in school. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Following a graduated response appropriate to the needs of the individual child • Completing statutory paperwork relating to SEND, including EHCP annual reviews for the Local Authority. • Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting, involved in reviewing how they are doing, part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists.

	• Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. How can I talk to the SENCO about my child if I need to? You can contact the school SENCO by telephoning or visiting the school office to arrange an appointment. You can send the SENCO an email directly at: amy@westbury-inf.wilts.sch.uk
The SEND Governor	The SEND Governor is responsible for making sure that the school has an up to date SEND policy. This is updated annually by the SENCO. The Governor will meet regularly with the SENCO and will ensure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children in the school. The SEND Governor will have an understanding, while monitoring, the support given to children with SEND in the school. They will be part of the process to ensure your child achieves his/her potential in school. The SEND Governor is also responsible for reporting to the full Governing body. The SEND Governor at Westbury Infant School is the Chair of Governors, Mrs Minnie House.
The Head Teacher	The head teacher is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND • Gives responsibility to the SENDCo, class teachers and TAs but is still responsible for ensuring that your child's needs are met. • They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. The head teacher at Westbury Infant School is Stacey Budge.

How does the school know if my child needs extra help or has SEND?	
	• All Reception children undergo a Baseline assessment upon entry to school in order to establish their level of attainment. We know that a child may require extra help if their attainment is significantly below age-related expectations. • Class assessments are completed termly and will show how individuals are progressing. If there is a concern with a pupil's progress, the teacher will talk to the parents and discuss

ways in which these concerns can be addressed. Should concerns remain, the pupil's needs will be discussed with the school SENCO and a WGRSS document (Wiltshire Graduated Response to Special Educational Needs), a One Page Profile and specific, measurable, short-term targets will be initiated in the first instance.

- If a child has been receiving additional support at nursery or pre-school, this will continue if it is still required and all interventions will be adopted by the school. The SENCo will liaise with Pre-School and Nursery settings prior to a child starting school as part of the strong transition programme in place (see further information later in this report about TISM meetings.) Support is constantly reviewed using the 'assess, plan, do, review' cycle. Early intervention is key.
- Further interventions or referrals to outside professionals may be required, so that we can work together to establish the exact barriers to learning. This may include a referral to a paediatrician, speech and language therapist, the behaviour support service, an educational psychologist or the SSENS team if there are cognition and learning concerns.
- Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. Please talk to your child's class teacher, the SENCO or the head teacher. At Westbury Infants, all staff are trained in Thrive which is a specific programme aimed at supporting children's emotional development.

Your concerns will always be taken seriously as your views on your child's development and progress are invaluable.

What type of Special Educational Needs and/or Disabilities does Westbury Infant School support?

Special Educational Needs and/or Disabilities may fall into one (or more) of the following areas of need:

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

At Westbury Infant School we have a Resource Base for children with more complex needs. In both our Resource Base and mainstream classrooms, we support children who may have:

- Neurodivergent needs, such as Autism or ADHD
- Global Developmental Delay
- Chromosome deletions or duplications
- English and maths difficulties
- Other cognition and learning difficulties-including visual/ auditory memory difficulties
- Social, emotional and behavioural difficulties.
- Hearing Impairment
- Visual Impairment
- Physical difficulties
- Downs Syndrome
- Speech and language delay/disorder

Which specialist services and external agencies are accessed by the school?

- School nurse
- Continence team
- Paediatrician, accessed through direct referrals to HCRG Care Group.
- Parent Support Advisor (PSA)
- Medical professionals - GP, Paediatrician, Dietician, Health visitor, Diabetic Nurse
- Specialist Special Educational Needs Service (SSENS)
- Educational Psychologist (EP)
- Behaviour Support Service (BSS)
- Physiotherapist
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)
- CAMHS and Early Intervention for Mental Health Support
- Wiltshire Mental Health Service
- Banardos Mental Health Support
- External art/drama/play therapists (on the Wiltshire approved list for Alternative Provision)
- Visual Impairment Service
- Hearing impairment Service
- SEND Lead Worker
- Early Help advisors
- Community Disability Nurse
- SPLITZ
- Family Hub
- Virtual School support for Looked After Children in care (LAC)
- Young Carer's support.
- Alternative Provision (AP)

What training have staff at Westbury Infant School had to support children with SEND?

- Safeguarding Training (Annually, but more frequently for Designated Safeguarding Leads)
- Paediatric First Aid training
- Health and Safety training
- Diabetic and epipen training
- Prevent training (radicalisation)
- Team Teach training
- Thrive training
- Read, Write, Inc training
- Five to Thrive
- Attachment disorder training (Led by the Behaviour Support Service)
- Colourful Semantics training (led by the Speech and Language Team)
- Support on specific learning needs, delivered by the educational psychologist
- Precision teaching
- Makaton training (staff in the Resource Base)
- Speech and Language training

- Talk Through Stories (TTS)
- Phonics tutoring
- The use of IT for SEND Pupils
- Dyslexia Training
- Attention Bucket training
- Trauma informed training
- Mental health training
- De-escalation training

****Specialist training may be sought when children present with less common SEND needs. Training is always cascaded to all staff to ensure consistency across the school.**

How does Westbury Infant School support transitions into school or those that occur as children transition to their Junior School in KS2?

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

If your child is starting school with us in Reception, a thorough handover will take place between the previous and new setting. There will be a special meeting between the Infant SENCo, the SENCo/ keyworker staff from the previous setting as well as the parents. This is called a TISM meeting (Transfer into School Meeting). If your child is moving to another school we will contact the school SENCO and ensure that they know about any special arrangements or support that needs to be made for your child. In some cases, other agencies may join these meetings, such as the Early Years Inclusion Team, virtual schools for children who are looked after.

When moving classes within school, the information about your child will be passed on to the new class teacher and your child's needs will be discussed in detail. Any support plans will be shared with the new teacher to provide continuity of support.

In Year Two, the SENCO will attend meetings with the SENCO and Resource Base Manager at the Junior School (or any other transfer school) in order to discuss your child's needs. There will also be an exchange of all records and paperwork. Your child will then take part in the transition procedure which involves several visits to their new school in a variety of contexts.

How accessible is the school for pupils with SEND?

****From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current, or prospective disabled pupils in their access to education.**

Westbury Infant School has an accessibility plan, which conforms with the Equality Act of 2010. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA: increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits); improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and

associated services (this includes improvements to the physical environment of the school and physical aids to access education; improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events etc). The information should take account of the pupils' disabilities, the preferred format of pupils and parents, and be made available within a reasonable time frame. Westbury Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant Outside Agencies, in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions. Our accessibility plan can be found on the school website. It highlights the arrangements for the admission of disabled pupils at the school. The facilities provided to assist access to the school for these pupils ensure that:

The school is generally on the flat and there is ramp access into the reception area and other locations around the school. There are two large disabled toilets on site, one including a shower, which are both large enough to facilitate changing. Should any child have difficulty accessing any part of the building they will be assisted and supported by a member of staff. Some doors in to and inside the main school have been widened for wheelchair access. The school carries out risk assessments for specific children as the need arises.

How will the curriculum be matched to my child's needs?

All children have equal opportunities in the school regardless of religion, race, gender or special needs. Curriculum planning is differentiated to match your child's needs by Teachers and TAs, making it personalised in order for your child to fully access the learning. Teachers use scaffolding prompts and strategies to enable pupils with SEND to build towards becoming independent learners so that they can reach their full potential.

The classroom environment is fully inclusive of pupils with SEND. Children benefit from visual prompts, such as a visual timetable or phonics charts. Some children require additional adjustments within the classroom, including individual workstations, now and next boards, writing slopes, 'busy' boxes, coloured overlays or TEACCH trays, for example. You will find our school provision map on our website, which lists the provision that is available for our pupils as part of Quality First Teaching (QFT), Ordinarily Available Provision, targeted support and specialist support.

Children identified with SEND will have a One Page Profile with details of their individual need and current targets. In addition to this, some children may have an individual Thrive Action Plan, which sets out interventions to support a child's emotional barriers to learning. Some children will have a SEND Support Plan with detailed information regarding the individual child's needs and this may lead to an EHCP (Educational Health and Care Plan). Teachers and TAs are fully aware of children's learning plans and adapt the classroom accordingly in order to reflect the objectives set out in the plan.

Teachers and the SENCO have regular meetings (three times a year) to also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

Curriculum Trips:

Each Year group has three external trips/visits per year to enhance the curriculum offer and bring each learning topic alive. Activities and school trips are available to all children as Westbury Infants prides itself on its inclusive education offer. Risk assessments are carried out prior to any visit and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/trip.

What resources and funding are available to support my child if they have SEND?

In the first instance, children with SEND are supported through Quality First Teaching (QFT) strategies. This is always considered to be the best resource possible. As a result, many of the resources used by pupils with special educational needs are ordinarily available within the classroom. We aim to make our classrooms as 'SEN friendly' as possible, with plenty of visual scaffolds and concrete aids so that the environment is fully inclusive and tailored to all children's needs. Software such as 'Widget' enables teachers to create resources, social stories and timetables that are visually accessible for all children so that the classroom is a 'communication friendly' zone. Children will have access to additional sets of resources if they require particular interventions, such as Thrive or speech and language therapy.

In some specific cases, children may have access to resources and provision from alternative providers, such as play, art or drama therapists. Alternative providers must be registered by Wiltshire and appear on 'Wiltshire's Approved List of Alternative Providers.'

Teaching Assistants may be targeted to work with identified pupils under the guidance of the teacher and in consultation with the SENCO. Some pupils with an EHCP may have more complex needs and therefore specific funding may be allocated to the child through the EHCP assessment process (known as a 'banding level'). In some instances, this funding may be used to provide additional, 1:1 adult support to help the children make progress against the outcomes in their EHC Plan.

The school receives more general funding from the Local Authority in its devolved budget to meet the needs of children with SEND. An amount from the total school budget is allocated to special educational needs. This money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs.

At Westbury Infant School, we also have a complex needs 'Resource Base' which has 20 funded places for children with an EHCP. These places are allocated by the Local Authority and children in the Resource Base will have access to more specialist resources.

How will I know how well my child is doing and how will I be involved? **(Assess, Plan, Do, Review Cycle)**

- Your child's class teacher or the SENCO are available for regular SEND meetings or reviews. These take place 3x per year for children who have a SEND Support Plan in place and at least annually for children with an EHCP. There will also be the regular parents evening consultations 3x per year but at Westbury Infants we adopt an open-door policy and will always discuss your concerns or worries with you outside of these scheduled review times.
- Annual Reports provide information about your child's progress over the year and will give curriculum levels and targets in the form of next steps in learning.
- Involvement from outside agencies will generate written reports for both the parents and school.
- Some families may require additional support through the Early Support Assessment (ESA) process and these are led by our Family Support Worker, Natalie Smith.
- Staff follow the APDR Cycle (Assess, Plan, Do, Review) and this will always be communicated with parents.
- If your child has a 'Thrive' action plan, this will be re-assessed termly by the Thrive practitioner (Mrs Natalie Smith) in conjunction with the class teacher. Thrive plans are shared with parents to ensure continuity and consistency.

For further advice on what is available locally to support children with SEND, please explore the services available as part of Wiltshire's Local Offer:

www.wiltshirelocaloffer.org.uk

Who can I contact for further information?

If you wish to discuss any aspect of your child's education or SEND needs, please contact:

For all general enquiries please contact:

Our Admin Officers - Mrs Debbie Yalong & Mrs Caroline Bovey

Telephone 01373 822 716

Email admin@westbury-inf.wilts.sch.uk

Head Teacher - Mrs Stacey Budge

head@westbury-inf.wilts.sch.uk

SENCO - Mrs Amy Rockey 01373 822716

Email amy@westbury-inf.wilts.sch.uk

Resource Base Manager- Miss Vicky Hackeson

vhackeson@westbury-inf.wilts.sch.uk

Or speak with your child's class teacher who can be contacted via the class email address.