SEND Information Report
Westbury Church of England Junior School

This SEND Information Report outlines the support available for pupils with Special Educational Needs and Disabilities (SEND) at Westbury Church of England Junior school (WJS). Our approach to supporting pupils with Special Educational Needs and Disabilities (SEND) is guided by the principles of the SEND Code of Practice (2015) and Regulation 51 of the Special Educational Needs and Disability Regulations 2014:

"All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood."

It contributes to Wiltshire's Local Offer SEND Local Offer - Wiltshire Council

School Ethos and Approach to Supporting Pupils with SEND

At WJS, we believe that every child is a unique individual with their own gifts, talents and potential. We are a caring and inclusive community where every pupil is valued, supported and encouraged to flourish — academically and socially. Our aim is to help every child feel safe, valued, and confident in their learning, enabling them to reach their potential and develop a love of learning.

We support children across the four broad areas of need identified in the Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

1. Communication and Interaction

Children with needs in this area may have difficulties with speech, language, and communication. They might find it hard to understand or use language, process verbal information, or engage in social communication and interaction with others. This may include pupils with Speech, Language and Communication Needs (SLCN) and those with Autism Spectrum Disorder (ASD).

2. Cognition and Learning

Children with cognition and learning difficulties may learn at a slower pace than their peers, even with differentiated teaching. They may struggle with organisation, memory, understanding concepts, or applying learning to new situations. This includes children with Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia, and those with more complex learning needs.

3. Social, Emotional and Mental Health (SEMH)

Pupils with SEMH needs may have difficulty managing their emotions, forming relationships, or coping with change. They may experience anxiety, withdrawal, low mood, or behaviours that communicate distress. Our approach prioritises emotional regulation, wellbeing and co-regulation, recognising that children learn best when they feel safe, calm and valued.

4. Sensory and/or Physical Needs

Some pupils have needs related to sensory processing or physical development that can impact their access to the curriculum. This includes children with hearing or visual impairments, physical disabilities, or sensory processing differences (such as sensitivity to sound, touch or movement). We work with families and specialists to make the environment accessible and to ensure pupils can participate fully in all aspects of school life.

We understand that many children may have needs that cut across more than one area, and we work holistically to support each child's unique profile.

Identification and Assessment of Need

At WJS, we aim to identify any barriers to learning or social development as early as possible so that the right support can be put in place. We recognise that early identification, timely intervention and high-quality teaching are key to supporting all children to achieve their potential. We follow a graduated approach to SEND support — Assess, Plan, Do, Review — ensuring that high-quality, inclusive teaching forms the foundation of our provision. Where additional support is needed, we work collaboratively with parents, carers, pupils, and external professionals to provide tailored interventions and reasonable adjustments.

Identification may come from:

- Teacher observations and assessment data indicating a child is not making expected progress
- Concerns raised by parents, carers, or the child themselves
- Observations or assessments from external professionals (e.g. Speech and Language Therapy, Educational Psychology, or Health)

When a potential need is identified, we follow the Graduated Approach, in line with the SEND Code of Practice (2015):

1. Assess:
The teacher and SENCO work together to gather information about the pupil's learning, development and progress. This may involve formal assessments, classroom observations, and consultation with parents and external professionals.

2. Plan:
A plan is agreed that sets out the child's specific needs, intended outcomes, and the support or interventions to be used. This will be recorded on a Learning Plan. Parents and pupils are involved in this planning process.

3. Do:
The class teacher remains responsible for the pupil's progress and works with the SENCo, support staff or specialists to implement the plan. High-quality, adaptive teaching remains the foundation of all SEND support.

4. Review:
The impact of the support is reviewed at least termly. Adjustments are made in light of progress, and new targets are set collaboratively with the child, parents and staff. If a pupil continues to make limited progress despite targeted support, the school may seek additional advice from external professionals or consider whether an Education, Health and Care Plan (EHCP) assessment is appropriate.

Supporting Pupils with SEND

In-class Support and Adaptive Teaching

Lessons are carefully planned to ensure that all learners can access the curriculum through:

- Adaptive teaching and differentiated tasks
- Appropriate scaffolding, models and visual supports
- Flexible grouping and adult support
- Multi-sensory teaching strategies to build engagement and understanding
- Access to assistive technologies and practical resources where appropriate

Targeted Interventions

In addition to high-quality teaching, pupils may access targeted interventions to support their specific areas of need. These might include:

- Precision Teaching
- SoundsWrite
- 1:1 reading / spelling programmes
- Speech and Language activities recommended by therapists
- Emotional literacy and regulation programmes (e.g. Thrive, Talkabout)
- Small group support for numeracy, reading or writing
- Social skills groups or mentoring support

Adult Support

Teaching Assistants are trained to deliver targeted interventions and provide in-class support. Staff are encouraged to promote independence, resilience, and self-regulation, using appropriate scaffolding.

Pupil Voice and Inclusion

We value every child's voice. Pupils are encouraged to share their views during review meetings, through one page profiles and informal discussions. We want children to feel heard, respected and actively involved in decisions about their learning.

Inclusion means that every pupil is a full member of our school community. We adapt school activities, trips, clubs and enrichment opportunities so that all children can participate meaningfully and confidently.

Reviewing Progress

Progress for pupils with SEND is reviewed regularly through:

- Termly review meetings involving pupils, parents and teachers
- SENCo / SLT monitoring of interventions and outcomes
- Feedback from support staff and external agencies
- Reports to governors on the impact of provision

We aim to celebrate success at every stage, recognising not only academic progress but also improvements in confidence, communication, and wellbeing.

The Role of the SENCO and Staffing

The Special Educational Needs and Disabilities Coordinator (SENCO) at WJS is Jude Sutton, who can be contacted via senco@westbury-jun.wilts.sch.uk or through the school office on 01373 822695.

The SENCO is responsible for the strategic development of SEND provision across the school and for ensuring that pupils with SEND receive high-quality teaching and support that enables them to make progress. Key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Advising colleagues on strategies and best practice
- Liaising with parents, external agencies, and the Local Authority
- Maintaining the SEND register and monitoring progress
- Reporting regularly to the Headteacher and Governors on the impact of SEND provision

All staff at WJS receive ongoing support and guidance from the SENCO. Our teaching assistants are highly valued members of the team and receive regular training to ensure they have the skills and confidence to deliver high-quality interventions and inclusive practice.

We are committed to maintaining a positive culture of reflective practice and professional learning, ensuring that all staff are equipped to meet the diverse needs of our pupils.

Consulting and Involving Parents and Pupils

We recognise that children learn best when school and home work together in partnership. Parents and carers play a vital role in their child's education, and their insights are central to identifying needs, planning support and reviewing progress.

At WJS, we involve parents through:

- Early discussions when concerns are identified
- Termly review meetings to discuss progress and update targets
- Opportunities to contribute to Learning Plans and One Page Profiles
- Regular informal communication through meetings, phone calls or emails
- Involvement in Annual Reviews for pupils with Education, Health and Care Plans (EHCPs)

We also place great value on pupil voice. Children are encouraged to share their views about their learning and wellbeing through:

- Contributions to their One Page Profile
- Informal discussions with their trusted adults
- Questionnaires or reflection activities
- Participation in review meetings where appropriate

Our aim is to ensure that pupils feel listened to, respected, and empowered to take ownership of their learning journey.

Transition Arrangements

We recognise that transitions can be times of anxiety for pupils, particularly those with additional needs. We take great care to ensure transitions are well planned, supported and positive experiences.

Starting at WJS

- The SENCo liaises with infant school staff to gather detailed information about each child's strengths and needs, and can also arrange to meet parents if they wish to discuss the upcoming transition in person
- Additional visits are arranged for children who would benefit from extra time to familiarise themselves with new classrooms, routines and adults
- Transition booklets or photo packs may be provided to support familiarity and reduce anxiety

Moving Between Classes or Year Groups

- Class teachers and support staff meet to share information on each pupil's needs and strategies that support them
- Where appropriate, pupils are given opportunities to meet their new teacher in advance and visit their new classroom
- Visual supports and social stories are used to help pupils understand upcoming changes

Transition to Secondary School

- The SENCo meets with secondary school SENCos to share information and discuss strategies that support continuity of provision
- Additional transition sessions and visits can be arranged for pupils who may find this change particularly challenging
- There is also the opportunity to work with the Mental Health Support Team to support secondary transitions where appropriate
- Parents are encouraged to take part in transition planning to ensure a smooth and confident start to the next phase of education

Supporting Wellbeing and SEMH

At WJS, we recognise that a child's emotional wellbeing underpins their capacity to learn and thrive. We are committed to providing a nurturing, compassionate and safe environment where all pupils can develop resilience, self-awareness, and confidence.

Our approach to promoting wellbeing and supporting SEMH needs includes:

- Embedding Thrive practice across the school
- Opportunities for emotional regulation and calm reflection
- Staff trained in Emotion Coaching and trauma-informed practice, enabling adults to respond with empathy, consistency and understanding
- Regular PSHE lessons and assemblies focused on kindness, belonging and emotional literacy
- Daily check-ins with trusted adults for pupils who benefit from predictable routines and emotional connection

We promote a positive, restorative approach to behaviour that focuses on understanding and supporting underlying needs rather than simply managing behaviour.

Our provision aligns closely with the school's Safeguarding Policy, Behaviour Policy, and Anti-Bullying Policy, which work together to ensure that all pupils feel safe, included and valued as members of our school community. These policies are available on our school website.

Accessibility and Inclusion

WJS is committed to ensuring that all pupils, including those with SEND, can access the curriculum, environment, and wider school life.

Physical Environment

- Our school site is accessible to pupils with physical difficulties, and we make reasonable adjustments as needed
- Adaptations may include ramps, accessible toilets, and flexible classroom arrangements

Curriculum Access

- Lessons are adapted to meet a range of learning styles and needs
- Visual supports, assistive technology, and adapted resources are used where appropriate
- Learning experiences are designed to promote participation, independence and success for all

Communication Access

- We use a range of strategies to support understanding and communication, such as visual timetables, Now/Next boards, other visual supports and simplified language
- Where needed, we work with Speech and Language Therapists to develop communication-friendly approaches and with Occupational Therapy to develop appropriate sensory approaches

Our Accessibility Plan outlines the steps we are taking to increase accessibility over time and is available on our school website.

External Agencies and Partnerships

We value the expertise of external professionals and work collaboratively with a range of agencies to ensure pupils receive the most appropriate support. These may include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Advisory Teachers for Autism, Hearing, or Visual Impairment
- Occupational Therapy (OT) and Physiotherapy Services
- Social Care and Early Help Services
- School Nursing Team
- Behaviour Support Service (BSS)

Referrals to external agencies are always made in consultation with parents, and recommendations from professionals are built into classroom practice and individual plans.

Monitoring and Reviewing Provision

The effectiveness of SEND provision at WJS is regularly monitored and evaluated to ensure the best possible outcomes for pupils. We do this through:

- Termly reviews of Learning Plans and intervention impact
- Ongoing tracking of academic and social progress
- SENCo monitoring of classroom practice
- Feedback from pupils, parents, and staff

- Regular meetings between the SENCo and SEND Governor to review progress and provision across the school
- Analysis of whole-school data to ensure SEND pupils make progress in line with expectations

The SENCo reports to the Headteacher and Governing Body on the effectiveness of SEND provision each term, and this information is used to inform school improvement priorities.

Our commitment to reflective practice means we continually seek ways to strengthen our inclusive approach and ensure every child at WJS is able to grow, learn and shine.

How SEND Priorities Support Our Equality Objectives

The SEND priorities described in this report support the school's Equality and Diversity Policy and its published equality objectives. In particular, they advance equality of opportunity for disabled pupils by identifying and reducing barriers, making reasonable adjustments, improving access and participation, and monitoring outcomes. The links are set out below:

- Curriculum and outcomes: adaptive teaching, appropriate scaffolding and accessible resources support the equality objective to monitor curriculum changes and secure good outcomes for pupils in vulnerable groups.
- Targeted provision: the graduated approach, Learning Plans, targeted interventions and work with external professionals support the equality objective to implement effective strategies for pupils in vulnerable groups.
- Inclusive classroom practice: staff guidance, training, careful deployment of adult support and regular monitoring support the equality objective to improve the quality of classroom support for pupils in vulnerable groups.
- Assistive technology and accessibility: the planned use of assistive technology, visual supports and adapted resources supports the equality objective to continue exploring technology that helps pupils in vulnerable groups access learning.

Impact will be reviewed through analysis of academic progress, attendance, participation, wellbeing, intervention outcomes and feedback from pupils and families. Where the evidence identifies unequal access, participation or outcomes, provision and school improvement actions will be adjusted.

Complaints and Further Support

At WJS, we are committed to working in partnership with pupils, parents and carers. We aim to resolve concerns quickly and informally wherever possible, through open communication and collaborative problem-solving.

If parents have a concern about their child's special educational needs provision, they should:

1. First discuss the issue with the class teacher
2. If the concern remains unresolved, contact the Jude Sutton – senco@westbury-jun.wilts.sch.uk
3. If further discussion is needed, the matter can be referred to the Head, Lindsay Clough – head@westbury-jun.wilts.sch.uk
4. If concerns are still not resolved, parents can follow the school's Complaints Procedure, which is available on the school website or from the school office

If, after following the school's complaints procedure, the matter remains unresolved, parents may contact the SEND Casework Team at Wiltshire Local Authority for impartial advice or use the local disagreement resolution or mediation service.

Further support and impartial advice can also be accessed through:

Wiltshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

- Website: https://www.wiltshiresendiass.org.uk
- Email: info@wiltshiresendiass.org.uk
- Telephone: 01225 764647

The school's SEND Governor, Kayleigh Finbow, has responsibility for monitoring SEND provision and can be contacted via the school office.

Links to Key Policies and Documents

The following policies and documents which can be found on our website, provide further detail about our inclusive practice and SEND provision:

- SEND Policy
- Accessibility Plan
- Equality and Diversity Policy and published Equality Objectives
- Behaviour Policy
- Safeguarding and Child Protection Policy

Copies of these documents are available on our school website or from the school office upon request.

Review and Update

This SEND Information Report was prepared by Westbury Church of England Junior School in accordance with the requirements of the *Children and Families Act (2014)* and the *SEND Code of Practice (2015)*.

This document was last reviewed in **September 2026** and will be reviewed annually — or sooner if significant changes occur in SEND provision, policy, or staffing.