

Individual Needs at Westbourne House School

At Westbourne House we aim to meet the needs of all our pupils in the classroom, through setting, differentiation and excellent staff:pupil ratios. However, for approximately 20% of our pupils, at any one time, this is not sufficient to meet their learning or emotional needs. To provide additional support, be it short or long-term, we have an Individual Needs Department (IN). The IN department consists of two specialist teachers, special needs assistants and academic mentors, and is led by the Individual Educational Needs Co-ordinator (IENCo).

Frequently asked questions

1. [How does the teaching staff at Westbourne House know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?](#)

*At Westbourne House we have a very good adult:child ratio, so our staff quickly get to know and develop close relationships, with the children. We monitor our children's progress very carefully, both formally and informally, from their time in our **Early Years** setting, through the **Pre Prep** to **Y8**. We mainly track each child's development through observation, in the **Early Years**, with more formal assessments to assess their phonic knowledge, language and reasoning skills in **YR**. From **Y1** we formally assess their Reading, Spelling, Maths and English abilities, on a yearly basis, using standardised tests that allow us to compare your child's performance against national norms. Phonic development is assessed approximately every half term. Additionally, we screen for specific learning difficulties in Y3.*

However, the results from these tests only form part of the picture about your child. If, from daily observations, any of the teaching staff are concerned that your child may have special educational needs, they will discuss their concern with you and seek your permission for the Individual Educational Needs Coordinator (IENCo) to undertake any further assessments that she considers will provide information that will enhance our ability to support your child. Equally, the IENCo may suggest that it is more appropriate for an outside agency, such as the speech and language therapy service, to be involved. If this is the case, she will advise as to how a referral to the appropriate service can be made.

If you have any concerns about your child, you are welcome to make an appointment to speak with your child's class or subject teacher at any time during the school year.

*In **Y5-6**, pastoral concerns can also be raised with the Head of Year: Mrs Sam Pollock.*

*In **Years 7-8**, the child's personal tutor is the best first port of call, for both academic and pastoral concerns, though Mr Ed Cousens, as Head of Years 7-8, is available for pastoral concerns.*

*Mrs Barbara Langford, as Director of Studies, is available for academic concerns **Y5-8**.*

You can also raise your academic or pastoral concerns directly with the IENCo, by contacting her via e.mail: dwilson@westbournehouse.org to request an appointment, seek advice on outside agencies, or request an in-house assessment.

*Once an assessment has been completed, you will receive written feedback and be invited to discuss the contents of the report, your overall aims for your child and the next steps to be taken. A copy of the report will also be given to your child's class teacher (**YPN – Y4**) or sent to all teaching staff (**Y5-8**). A copy is kept on the school's intranet system so that it is available for reference to anyone in the school working with your child.*

Please note that, as an independent school, we do not have access to Educational Psychologists, nor the Advisory Service beyond the Early Years. If you wish for your child to be assessed by an educational psychologist, we can provide contact details of psychologists known to the school, but any assessment undertaken is done so, as an agreement between the psychologist and yourself, and is likely to be at your expense. This is also the case for other outside agencies not covered by the NHS.

2. How will the teaching staff at Westbourne House support my child?

*At WH we have excellent adult:child ratios, with additional adult support in many classes in the Pre-Prep, Junior Department and lower sets **Y5-8**.*

*In the **Early Years** this means that suggestions and programmes from outside agencies can be integrated into the day-to-day activities for the child, which may include 1:1 work with either the class teacher or the teaching assistant.*

The teaching staff **throughout the school** make every effort to integrate the recommendations made in any assessment feedback, finding time to give 1:1 or small group support as appropriate.

Small support groups are set up to meet additional needs in literacy in **Y3-4**, with other groups being set up when appropriate. However, Literacy/English is ability taught from **YR**, and maths from **Y1**, so the needs of most pupils can be met within the ability groups. Exam preparation groups are set up to meet examination needs in **Y8**, as necessary by subject teachers.

In **Y5-8**, children can come for prep support with the individual needs department (known as the Drop-in Centre). Boarders can also access specific subjects specialists in the evenings for general support (20 Minute Club) or tutorials (by arrangement).

Examinations

At Westbourne House we are eager for pupils to be able to demonstrate what they know and can do in examinations. Many pupils with learning difficulties, therefore, are given special arrangements in examinations, such as additional time in which to complete the examination, a reader, a scribe and so forth. The aim of the special arrangement is to reduce or remove the impact of the learning difficulty and allow the pupil to demonstrate their skill, knowledge and understanding in each subject.

In the Junior and Middle School departments, the decision to give a pupil special arrangements in examinations is largely based on our day-to-day working knowledge of the pupil's needs. However, in order for a pupil to be given special arrangements in examinations at CE, it is necessary for them to undertake either a full assessment with one of our Specialist Teachers qualified in assessment, or with an Educational Psychologist, and for an application to be made by us to the pupil's hoped-for next school. The needs for an assessment will be discussed with the parents of pupils whom we consider are likely to be eligible in Y6. Most secondary settings require us to follow the same criteria as laid down for GCSE and A levels. If the parents or the prospective school prefer the assessment to be undertaken by an Educational Psychologist, we can provide details of Psychologists with whom we have a good working relationship, but the request and payment for the assessment is met by the pupil's parents. Irrespective of the findings of an assessment by an outside agency, it is necessary for us to provide a 'history of need' for a request for special arrangements to be made to a prospective school.

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

Throughout the school, individual targets are set in most academic subjects by the subject or class teacher, with the child. Pastoral targets are also set.

In the **Early Years**, all work is appropriately differentiated to ensure pupils work in groups or individually, at the level that matches their stage of development.

From YR, pupils are ability grouped for phonics, reading and spelling, then also for maths in **Y1**. All our children work on individual targets. Class work and prep is differentiated so that the children can access the curriculum and demonstrate their skills and understanding.

Y3-Y6, all pupils have maths support books at the level that the child is working.

In **Y6-8**, parents of children who have learning difficulties may request that their child does not study Latin, but rather spend the time working on areas of the curriculum that they are struggling with – generally this involves additional Maths, English and study skills.

4. How will both you and I know how my child is doing and how will you help me to support my child?

We track the progress of all our children via thorough marking of classwork and prep in addition to periodic assessed assignments. We provide written reports and parent-teacher meetings;

Early Years – an end of year report + 2 parent-teacher meetings, along with termly sharing of pupils' work with parents

Y1/2 – 2 written reports + 2 parent-teacher meetings

Y3-8 – approximately half-termly reports are written, plus each year group has a parent-teacher meeting. Years **3/4** have 2 parent teacher meetings per year, with no written report in the term of the parent-teacher meeting.

The IENCo is available at parent-teacher meetings, and is available throughout the academic year, as are all members of the teaching staff, by appointment. We welcome discussions with parents on how to support children both at school and at home. Parents are also welcome to contact teaching staff via e.mail.

If your child has a significant level of need and receives 1:1 support, they will have an additional learning plan (ALP) that is

overseen by the IENCo. The plans are reviewed at least twice a year and are shared with you, as parents, and all the teaching staff.

Children in the Pre-Prep who receive individual support for academic purposes are given activities to complete at home between sessions, if parents are willing to support this.

A record of your child's progress, in addition to assessment reports and ALPs are kept in your child's individual needs profile, which provides a history of need for any outside agencies that may be contacted and/or your child's next school.

5. What support will there be for my child's overall wellbeing?

*We have a comprehensive PHSE programme that runs from **pre-Nursery to Y8** and is overseen by Mr Tim Pitman. All staff are trained in child protection issues and have clear guidelines to follow. Children are encouraged to speak to any of our staff about their worries and concerns.*

All our staff have received basic training in First Aid and Safeguarding.

*In the **Prep School** we have a team of matrons and 2 qualified nurses, who are available to pupils who are ill, require medication or someone to talk to. We also have a team of peer counsellors from Y8, who are available every morning break and are often sought out at lunchtimes too.*

Concerns over children are raised in staff and departmental meetings to gain a clearer overview of the level and breadth of potential issues so that they can be dealt with swiftly and appropriately.

Parents and teachers can refer children for emotional or behavioural support from the IENCo.

6. What specialist services and expertise are available at or accessed by the setting?

*In the **Early Years** we have access to 'First' to advise and guide us in our support of individual children. With parental permission, we can also refer to the Speech and Language Therapy Service, Occupational Therapy Service and Physiotherapy service.*

We have three specialist teachers for children with specific learning difficulties and have access to a third who is a specialist teacher for pupils with difficulties in maths. Our specialist teachers teach 1:1, oversee ALPs that are delivered by assistants run focus groups and support and advise teaching staff. Two of our specialist teachers have additional qualifications in counselling.

We therefore offer a wide variety of additional services to meet the individual needs of our pupils. These include:

Academic

- *Individual/paired tuition – basic skills (literacy/numeracy) or subject specific*
- *Individual tuition to enhance study skills and exam technique*
- *Speech and language programmes (Chatterers + Lis'n'Tell)*
- *Sensorimotor integration programmes*
- *Fine motor skill development programmes (Jump Ahead)*
- *Gross motor skill development programmes (Jump Ahead)*
- *Thinking Skills programmes (Bright Start, Instrumental Enrichment, De Bono, Philosophy 4 Children, etc)*
- *Memory training*
- *Underlying perceptual training (auditory, visual tracking and subitizing)*
- *Study Skills tuition*

For children (Y3-8) with visual or auditory perceptual difficulties, we have access to BlickLabor Optomotor Clinic.

Emotional

- *Person-Centred Approaches (Play Therapy, Counselling)*
- *Evidenced-based Approaches (Cognitive Behavioural Therapy, NLP, Kid's Skills, Solution Focussed Brief Therapy, EMDR, Schema Therapy, Confidence boosting work)*
- *Directive Counselling (Winston's Wish Bereavement Counselling)*

Behavioural

- *Social Skills Training*
- *Emotional and/or Behavioural Coaching*
- *Anger Management*
- *Solution Focused Brief Therapy*
- *Mindfulness*

Generally, an integrated approach is used.

The above are led and/or conducted by specialist teachers/therapists or qualified assistants.

Pupils receiving 1:1 support for emotional or behavioural reasons are placed on the Individual Needs Register. They will not generally have a full IEP, as much of the work is short-term and may be confidential.

Advice can be sought from the Child and Adolescent Mental Health Service (CAMHs) and referrals made via the child's GP. Equally, for parents who prefer to use a private therapist, contact details can be given for a child clinical psychologist and therapists who have been used by families from the school in the past.

7. What training have the staff, supporting children with SEND, had or are having?

Our staff who are members of the Individual Needs Department are well qualified to support individuals with special educational needs and/or disabilities.

Delma Wilson (Individual Needs Co-ordinator, Specialist Teacher and Counsellor);

M.A. (Special Ed); Post Grad. Dip. Sp.L.D.; B.Sc.; P.G.C.E.; Dip. Counselling (MSFTR); Dip CBT (MSFTR); Dip. Eating Disorders (MSFTR); Dip. EMDR.; Dip. Schema Therapy.; Dip Anger Management (MSFTR); Dip Anxiety Management (MSFTR); Cert. Mediator of Instrumental Enrichment.; Cert. Mediator of *Bright Start*; Cert. Reg. Sound Therapist (ABT).; Cert. NLP & Accelerated Learning Practitioner; Cert. NLP Master Practitioner (ANLP); Cert. Facilitator of Philosophy for Children (SAPERE); Reg. Gen. Practitioner TLT™; Dip. Performance Coaching; Dip Life Coaching, Cert. TEFL.UK Rep Bliklabor Visual & Auditory Perceptual Assessments and Training. Accred COGMED Coach. Accred. LisnTell Part 1. Level 1 and 2 Macketon.

Mrs Geraldine Firmston (part-time Specialist Teacher)

Advanced Dip. SpLD; Cert Ed.

Mrs Jane Buckler (part-time Specialist Teacher)

BA (Hons) Drama (Exeter), Diploma SpLD (Dyslexia)

Mrs Carolina Philips (part-time assistant)

International Diploma for Montessori Education (Wimbledon)

All members of the Individual Needs Department have been trained in the Teaching Reading Through Spelling programme and receive training in other aspects of supporting children with SEND as part of the continuation of their professional development.

Several of the members of the staff have had experience working in Special Schools for children with significant speech and language

difficulties, moderate learning difficulties or children with autistic spectrum. Additionally, several members of our staff are qualified to teach pupils for whom English is an additional language.

All new staff to WH receive an induction covering our procedures and the expectations we have of them regarding their support of children with additional needs.

Subjects pertinent to working with children with special educational needs are regularly included in our inset programme, and individual departments are encouraged to seek training or advice as needs arise.

All our Early Years staff are qualified teachers, teaching assistants or early year practitioners (NVQ3 or equivalent minimum).

The qualifications of all our staff can be found on our website.

8. How will my child be included in activities outside the setting, including trips?

All activities and trips are well planned and staffed. Risk assessments are completed. The requirements of children with additional needs are considered, and it is usual for a specific member of staff to be allocated to a child with significant needs.

9. How accessible is the environment (indoors and outdoors).

*All rooms and the outdoors environment are accessible for wheel chairs in the **Nursery and Pre Prep**.*

*Whilst there is a ramp to the ground floor outside Y3 in the **Prep School**, the Prep School is on several levels with many flights of stairs.*

*The **Millennium Hall and Music School** (used at times by the Pre Prep in addition to the Prep School) are accessible by wheel chair.*

Please see our accessibility policy.

10. How will the setting prepare for my child joining them and transferring to a new setting?

If your child has already been identified as having special educational needs or a disability, your child's class teacher and the IENCo will request a meeting with your child's current setting and

yourself in order to plan the transition to our setting and to ensure that appropriate support is in place from the onset.

*If your child will be joining us **Y1 –Y8**, they will be invited to spend a day with us, so that they can experience how we operate and we can assess the best groups for them to work in once they join us, in addition to any additional support they may require. It is extremely helpful if you give us copies of any assessments that have been undertaken and inform us of any additional support that they have had in their previous setting.*

11. How are the setting's resources allocated and matched to children's special educational needs?

The school funds a well qualified and well resourced individual needs team to support and guide class and subject teachers, in addition to offering in class and small group support in core subjects throughout the school. If additional specialist needs are identified, these will be looked into on an individual basis by the IENCo and senior management team and will be discussed with the parents.

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

All decisions regarding the type and quantity of support your child will receive are made in consultation with you following assessment and/or receipt of programmes devised by outside agencies.

13. How are parents involved in the setting? How can I be involved?

*At Westbourne House, we work very closely with parents. In the **Early Years, Pre Prep and Junior Dept**, we anticipate that parents will read with their children on a daily basis and take an interest in the prep that they are given. Parents are encouraged to write notes in the home link books.*

Whatever the age of your child, we appreciate it when parents communicate with us, particularly if they have any concerns so that we can work together for the good of all our children.

Parents can be further involved by attending school functions, chapel, picnics, sports matches and so forth. If you want closer involvement, there is the charity committee, which is busy all year round and also the class representatives committee, which has 3 parent representatives from each year group.

14. Who can I contact for further information?

Please contact the individual educational needs co-ordinator – Mrs Delma Wilson (dwilson@westbournehouse.org). You are welcome to book an appointment for us to talk in depth about your child's needs and how we will meet them in order to do our best to ensure your child meets his/her potential.