



Westbourne  
House School

CHICHESTER

## LOCAL OFFER

### **The Individual Needs Department**

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 30% of our pupils, at any one time, this is not sufficient to meet their learning or emotional needs. To provide additional support, either short or long-term, we have an Individual Needs Department (IN). The IN Department consists of a part-time Emotional & Behavioural coach, four specialist teachers, one of whom is our Deputy SENCO with special responsibility for Individual Needs within Nursery, Pre-prep and Junior department, and three part-time academic mentors. We also have 2 part-time LSAs funded by EHCPs. This team is led by the Special Educational Needs Co-ordinator (SENCo), Mrs Sharon Morton, who is also a specialist teacher.

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 explored on an individual basis by the SENCo and Senior Management Team and will also be discussed with the parents.

### **Accessibility**

All rooms and the outdoors environment in the Nursery and Pre-Prep are accessible for wheelchairs.

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 wheelchair.

Please also refer to the school's Accessibility Plan.

### **Supporting students**

The focus of supporting students with additional needs starts with First Quality Teaching. In consultation with the IN Department, teachers aim to differentiate how they deliver the curriculum. This can include a range of strategies such as pace of delivery, opportunities for consolidation and the use of multi-sensory strategies in learning.

In the **Early Years** we have access to a range of services, including the Chichester Early Help Hub, 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. Our name SEN Lead within our Early Years team is Beth Rogers, Head of Early Years and Reception teacher.

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

#### **Academic**

- Individual/paired tuition to address basic skills in literacy and numeracy as well as study skills
- Memory training
- Study Skills tuition
- Under the guidance of the relevant specialist:
  - Fine motor skill development programmes
  - Gross motor skill development programmes
  - Speech and language development programmes

#### **Emotional**

- Drop-in sessions with the school emotional and behavioural coach several times a week
- 1:1 sessions with our coach for up to 6 sessions; these sessions aim to provide strategies for students to deal with their stressors
- Referrals to outside professionals for more in-depth support and counselling

#### **Behavioural**

- Social Skills Training
- Emotional and/or Behavioural Coaching
- Anger Management
- Mindfulness

Generally, an integrated approach is used.

Should parents have concerns about their child's emotional or behavioural well-being, their first point of contact in Nursery should be the child's Key person; it should be the Form Teacher (Reception – Y6) or Personal Tutor (Y7&8). Your concerns will be discussed and the child will be monitored and if necessary, discussed with the Pastoral Head of Year. Staff will be notified, allowing them to monitor the child and their well-being closely. Should the Pastoral Head of Year or Key Stage feel the need, children are then referred to the school's Emotional Coach for brief intervention.

Students who appear to be experiencing challenges, academic or emotional and/or behavioural, are placed on a register with brief notes on how best to support them. This can be accessed by all staff.

Students from Y5 are broadly ability-streamed in English, Maths and Science. The lower sets all have a member of the IN Department as a support teacher, further improving the teacher:pupil ratio to around 1:6. This allows for targeted support in the class.

In Y5-8, children have access to prep support with the Individual Needs Department. Boarders can also access specific subject specialists in the evenings for general support or tutorials (by arrangement).

Some students require support beyond what can be delivered in the classroom; in these instances, we offer individual lessons with members of the IN staff. These lessons usually take place twice weekly for half an hour at a time. They address specific challenges for that student. All decisions regarding the type and quantity of additional support your child will receive are made in consultation with you, following assessment and/or receipt of programmes devised by outside agencies.

### **Students with Education & Health Care Plans (EHCPs)**

We follow the Code of Practice with regard to EHCPs. Support is delivered as per the EHCP recommendation and funding. Annual Reviews are held each year to decide if the EHCP is still relevant and to agree appropriate changes. Students with EHCPs have at least two Additional Learning Plans per year; these are reviewed and adapted as appropriate. For specific questions, please contact the SENCo at [smorton@westbournehouse.org](mailto:smorton@westbournehouse.org)

### **Students with EAL**

Students for whom English is not a mother tongue are supported in a variety of ways. Their level of language proficiency is assessed within a few weeks of arrival in school. Should it be deemed necessary, specialist 1:1 lessons are delivered to address the gaps in language knowledge. Progress is assessed annually.

The use of ICT to support language learning is encouraged. This can take the form of electronic bilingual dictionaries through to the use of a laptop to complete homework and reinforce language skills.

The use of mother tongue is not discouraged but these students are encouraged to speak English as much as possible – especially in lessons. We foster an international-mindedness and celebrate a variety of different cultural events, relevant to our students; these take place throughout the school year – both in the school day and during boarding evenings.

### **Tracking and feedback**

Students who have additional 1:1 lessons have an Additional Learning Plan (or Behaviour Learning Plan from the school's Emotional Coach). These plans highlight strengths, weaknesses and effective strategies for class teachers. They also contain specific targets for the individual lessons.

The ALP is available to all staff on our shared system; it is also sent home at the beginning of each term. In addition, a report at the end of term reviewing progress is sent home. Dependent on progress, targets are reviewed and adapted as appropriate each term.

Students' progress is formally monitored throughout the year and across subjects. In the Early Years, assessments in phonic knowledge, language and reasoning take place regularly. In addition, each year, the students from Y1-7 undergo standardised spelling

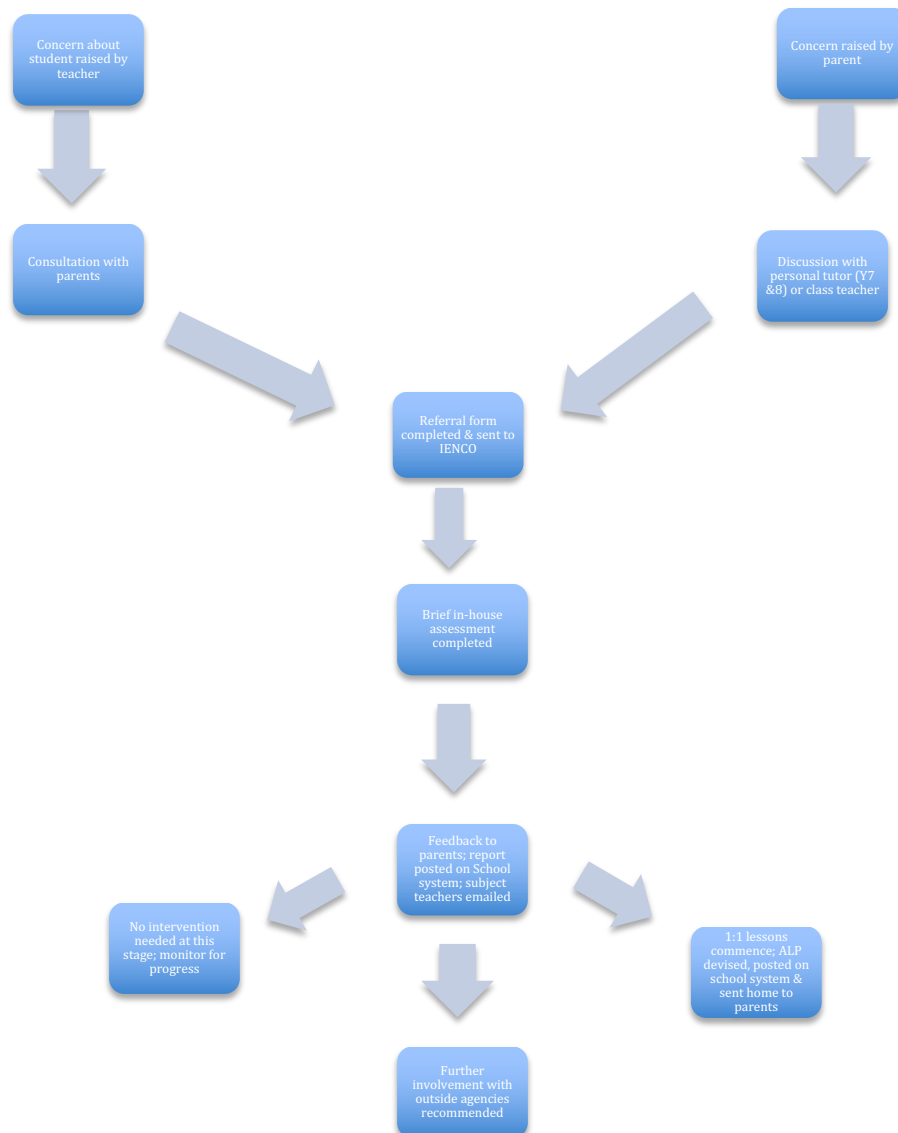
and reading tests, as well as Progress Tests in Maths and English. This allows us to track student progress from year to year. Parents' Meetings also provide opportunities for parents to meet with staff who teach your child as well as members of the IN Department.

It has become common practice for the IN teacher of individual lessons to meet with parents after the subject teachers' meetings to discuss progress and targets for the forthcoming term. This also allows for a longer meeting and is arranged by mutual agreement.

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.

Should there still be a concern about lack of progress, despite differentiation and in-class support, either from parents or teaching staff, a formal referral to the IN Department can be made. The following info-graphic explains the route for a referral, as well as possible outcomes.





It is important to note that, as an independent school, we do not have access to Educational Psychologists or the Advisory Service beyond the Early Years setting. If you wish for your child to be assessed by an Educational Psychologist, we can provide contact details of psychologists known to the school.

Any assessment undertaken is done so as an agreement between the psychologist and yourself, at your expense. This is also the case for other outside agencies not covered by the NHS.

Reports from outside agencies are also stored on the Register and a summary is emailed to all staff.

In the Early Years, suggestions and programmes from outside agencies can be integrated into the day-to-day activities for the child, involving a lot of 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. Students have individual targets from either their personal tutor (in Y7&8) or class teacher, and staff aim to differentiate their lessons to help the student meet those targets.

A record of your child's progress, assessment reports and individual education plans are kept in your child's individual needs profile, which provides a history of need for any outside agencies that may require this information and/or your child's next school.

### **Activities outside the classroom**

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.

### **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 etc. 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 Y3&4 and Y5&6, the decision to give 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 Common Entrance (Y8), 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.

Most secondary school 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 and Westbourne House is not obliged to provide special arrangements if it is not the student's normal way of working.

### **Transition to Westbourne House School**

If your child has already been identified as having special educational needs or a disability, your child's future Head of Year and the IENCo will request a meeting in order to plan the transition and to ensure that appropriate support is in place from the outset. This may include parents and representatives from the previous school.

If your child is to start in **Y1 –Y8**, they will be invited to spend a day with us, so that they can experience how we operate and 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 to receive copies of any assessments that have been previously undertaken and inform us of any additional support that they have had in their previous setting.

**Further contact**

Please contact the IENCo – Mrs Sharon Morton ([smorton@westbournehouse.org](mailto:smorton@westbournehouse.org)). You are welcome to book an appointment for us to talk in depth about your child's needs and how the school could support them.

