

## **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 25% 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 counsellor, two specialist teachers, a part time EAL teacher and three part-time academic mentors, all led by the Individual Educational Needs Co-ordinator (IENCo) 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 IENCo and senior management team and will be discussed with the parents.

## **Accessibility**

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

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.

## **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.

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**

- 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.

All of the above are led and/or conducted by specialist teachers/therapists or outside agencies.

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 Year 5 are broadly ability-streamed in English, Maths & 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.

### **Tracking and feedback**

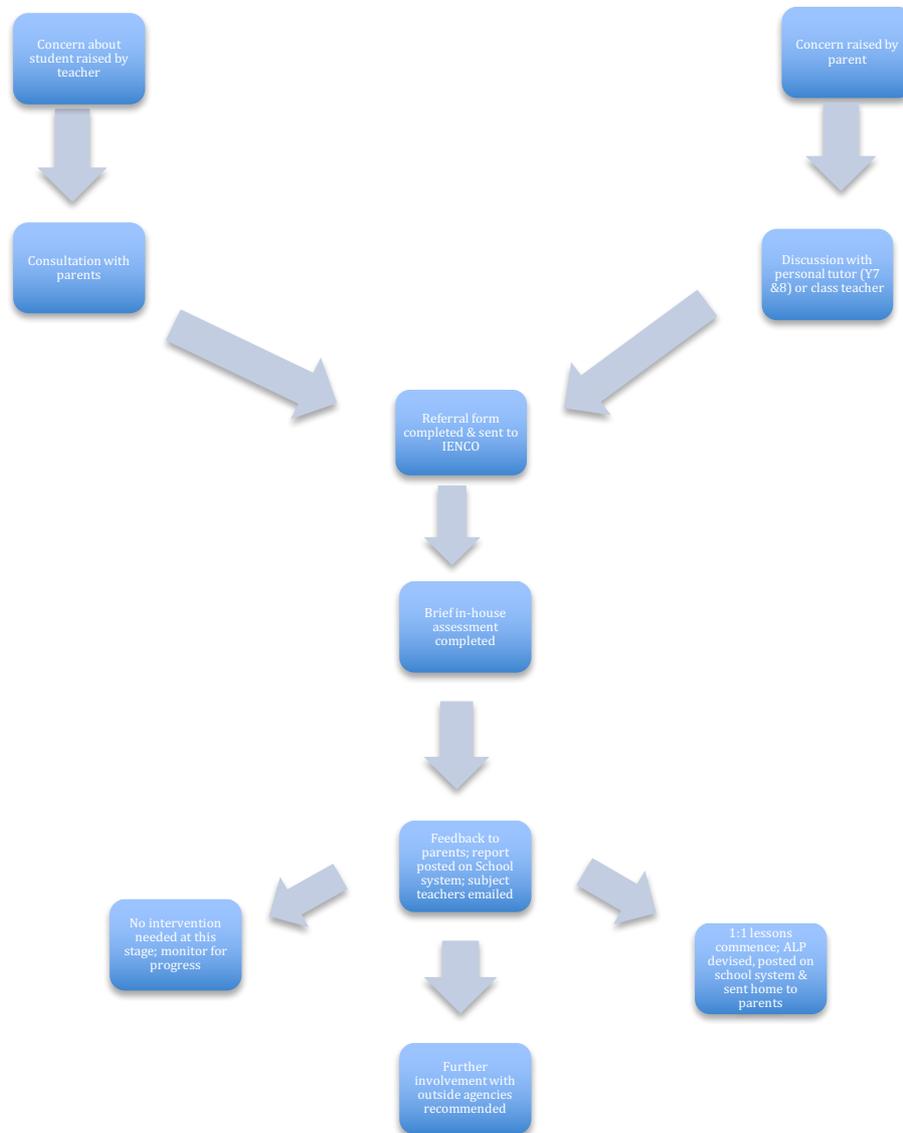
Students who have additional 1:1 lessons have an Additional Learning Plan (or Behaviour Learning Plan from the counsellor). These plans highlight strengths, weaknesses and effective strategies for class teachers. They also contain specific targets for the individual lessons. The ALP is available to all 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 at the end of term. 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 Year 1 to Year 7 undergo standardised spelling & reading tests as well as Progress Tests in Maths and English. This allows us to track student progress from year to year. Parents evening also provide opportunities 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.



Please 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 years 7 and 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 the Junior and Middle School departments, 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 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. 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 and WHS is not obliged to provide special arrangements if it is not the student's normal way of working.

### **Transition to WHS**

If your child has already been identified as having special educational needs or a disability, your child's 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 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 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 individual educational needs co-ordinator – 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.