

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

How we identify and assess needs

How will you know if my child or young person needs extra help?

- *How do you identify children or young people with SEND?*

Children with SEND have learning difficulties or disabilities that call for special provision to be made. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Assessment information is gathered when children join Westfield, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

On an ongoing basis, teachers collect a range of evidence through regular assessments and monitoring arrangements, including tracking children's progress in reading, writing and mathematics. Over time, this builds a picture of an overall judgement. Consideration of whether or not a child has SEND is given when they are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Progress in areas other than academic attainment is also considered e.g. social interaction, behavioural needs, physical development. Specific, specialised tests may be used to assist in the identification of an individual child's needs.

- *After identification, what would your setting's first steps be?*

If a child is identified as making less than expected progress, given their age or individual circumstances, the class teacher will take steps to provide scaffolded learning opportunities and additional support. The child's class teacher will share their concerns with parents/carers and agree actions to be taken. Many children are helped by interventions at an early stage and this targeted support may be sufficient to achieve identified outcomes and remove barriers to learning.

Where a child's progress continues to be less than expected, and it is felt that a more enhanced level of support is needed, which may involve the advice or input from an outside agency, the child's class teacher will discuss their concerns with the SENDCo. They will then meet with parents/carers who will be asked to sign a consent form agreeing for their child to be placed on the schools SEND register. It is at this stage that the class teacher, in consultation with parents/carers, will set learning targets which will be recorded on a Pupil Support Plan (PSP) and applied within the classroom.

- *Does the setting/school/college have any programmes for early intervention/help?*

----- Click here to return to the front page -----

How we identify and assess needs

At Westfield, we teach an inclusive curriculum to ensure that the needs of all children are met through quality first teaching and also implement Pupil Support Plans (PSPs) with SMART (specific, measurable, agreed, realistic, time-based) targets for children with SEND to achieve.

A number of intervention programmes are in place for children who require additional support including (but not limited to); Little Wandle phonics 'catch-up' sessions, 'immediate maths sessions', speech & language programmes (provided by speech & language therapists).

What should I do if I think my child or young person needs extra help?

- *How will I be able to raise any concerns I may have?*

Westfield works closely with parents/carers in the support of those children with SEND. We encourage an active partnership through an on-going dialogue with parents/carers who hold key information and have knowledge and experience to contribute to the shared views of a child's needs. If parents/carers have concerns about their child's progress they should raise them with the class teacher, in the first instance.

Where can I find the setting/school's SEND policy and other related documents?

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy* INCLUDED ON LIVE VERSION

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- *How will you support children and young people with SEND with or without an EHC plan?*

At Westfield, we are committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their needs or abilities. All staff accept responsibility for planning, setting suitable learning challenges responding to children's diverse learning needs. Some children have barriers to learning; teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children to participate effectively and inclusively in curriculum and assessment activities. Some children may need additional or different help from that given to other children of the same age. Class teachers will liaise with the SENDCo and outside agencies, where they are involved, to ensure that the provision and support available meets the child's needs effectively.

- *How does the setting/school/college plan the support?*

Class teachers are responsible for planning support for all children, including those with SEND. Teachers will receive advice and guidance from the SENDCo, as required, to ensure that support provided is appropriate to need. Teachers use a plan, do, assess, review cycle as outlined in the SEN Code of practice. Where outside agencies are involved, their recommendations are considered at the planning stage and incorporated throughout provision.

- *How and when will I be involved in planning my child or young person's education?*

Children with SEND each have their own Pupil Support Plan (PSP), which outlines targets for them to work towards. Parents are invited into school 3 times per year to review progress towards these targets and agree new targets for their child to achieve. Progress towards targets, outlined in the PSP, are assessed half-termly by your child and their class teacher.

- *What additional learning support is available? Include examples of personalised intervention programmes and any external teaching and learning.*

A number of intervention programmes are in place for children who require additional support. These are delivered by our team of teaching assistants, under direction of the class teacher. Interventions are available to support a range of needs including:

Reading – Little Wandle phonics 'catch-up' modules, precision teaching, direct instruction, paired reading, EPATT

Writing – multi-sensory methods, look/cover/write spelling strategy, simultaneous oral spellings (SOS), EPATT

Maths – programme of PROBES (provided by Educational Psychology Services)

- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs?*

All children should have the opportunity to achieve the highest possible outcomes for every lesson. Teaching at Westfield has the highest expectations of all children, therefore we do not 'set' or organise pre-determined ability groups, we give all children the opportunity to achieve through challenge and high expectations. Where necessary, teaching should be adjusted to meet the needs of children who may not have reached that initial aim but need a little extra support or guidance to get there.

How will the curriculum and learning environment be matched to my child or young person's needs?

Teaching, Learning and Support

- *What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*

Where possible, children work in mixed ability pairs/groups. This is to encourage 'social learning' – where children benefit greatly from gaining knowledge from their peer/s or further consolidating their learning by articulating this to a classmate.

Children are also given open-ended tasks e.g., debates, presentations, open ended written tasks rather than differentiated worksheets. This encourages children to achieve more. Adjustments to support children who may then need further support may be in the form of e.g. a reading buddy (a partner who can help with reading) or word banks etc.

Occasionally, a child's SEND may be such that they require that the curriculum i.e. learning tasks and/or the environment to be different from their peers. If this is the case, adjustments will be made following discussions with the SENDCo and outside agencies, where applicable.

- *What provision do you offer to facilitate access to the curriculum and to develop independent learning?*

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that children can successfully complete tasks that they could not do independently." (EEF, 2020) Scaffolding should be planned for all lessons. Our aim is for all children to achieve the learning objective – to do this, some children will need additional support, which may come in a number of forms. Examples of this could be:

- | | |
|-----------------------------|-----------------------|
| ➤ Sentence stems | ➤ Worked models |
| ➤ Vocabulary lists | ➤ Practical equipment |
| ➤ Dual coding | ➤ Pre-teaching |
| ➤ Time for think/pair/share | ➤ Frames/templates |

- *What additional learning support is available?*

Westfield have a team of teaching assistants (TAs) employed in school, providing a higher staff to pupil ratio, which maximises learning potential for all our children. They primarily support children to access the curriculum within their own classes, under instruction from the class teacher, but are also trained to deliver a number of intervention programmes on a 1:1 or small group basis.

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place e.g. EP, SALT, Occupational Therapists (OT) and specialist teachers from Special Educational Needs and Inclusion Service (SENIS).

- *Who will oversee and plan the education programme?*

Senior leaders are responsible for overseeing the education programme on offer for all children, including those with SEND. The SENDCo is responsible for overseeing any educational provision that is in addition to or different from that provided to all children.

Teaching, Learning and Support

Class teachers are responsible for planning all lessons which should be based on childrens' needs. For every lesson taught, the following questions should be considered: Why is this lesson being taught? What outcomes are expected from the lesson? What has gone before? What experience/s do children already have of this content? Where does this lesson fit in the bigger picture? How will you know if the intended aim is achieved? Lesson planning slides each have a 'Building Blocks' slide to encourage children to revisit prior learning. Subsequent slides support the delivery of the content of the lesson and may provide scaffolding to support learning. Alternatively scaffolded support will be provided through teacher modelling.

- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*

All teachers consider the needs of children and what reasonable adjustments can be made to enable them to access the curriculum effectively. Strategies are re-considered on a half-termly basis and recorded on SEND on a Page, which is shared with the SENDCo. Examples of reasonable adjustments include picture prompts, use of talking-tins, task-boards. Whenever children complete any assessments, reasonable adjustments can be made to ensure that they are accessible to all, including those with SEND. At Westfield, we consider how adjustments can be made when carrying out assessments on a need by need basis. Examples include, but are not limited to; use of a scribe, providing sensory/movement breaks, additional time, a smaller group for administration, a quieter environment.

How resources are allocated to meet children or young people's needs?

- *How is your budget for SEND allocated and managed?*

SEND funding is allocated, in the school budget, to the 'staffing line'. Spending in this area far exceeds income.

- *How would you secure additional funding for a pupil?*

For children in Nursery, funding can be applied for through the Early Years SEND Inclusion Fund. This has to be requested termly and is allocated on submission of evidence against some given criteria. The level of funding allocated is dependent on the child's needs, which are identified using a banding tool.

When a child in YR-Y6 needs support, that goes beyond what school ordinarily can provide, the SENDCo is able to access funding through the SEND and Inclusion HUB. This may be offered through agreement to engage with an Enhanced Assess, Plan, Do, Review (EAPDR) cycle, in which case funding is provided per term.

If a child requires long-term support, and this is evidenced over at least 2 terms, and supported by the views of a number of professionals, including an educational psychologist, the SENDCo(or parents/carers) can apply for an Education, health & care (EHC) statutory assessment of need. If an EHCP is approved, school will receive funding into their budget to support delivery of the provision outlined within it.

- *How does your setting further meet need?*

Westfield purchase services from the local authority on a needs basis e.g. educational psychology. In addition, our school works within the South Staffordshire SEND Hub through which additional support and resources can be requested.

Teaching, Learning and Support

How is the decision made about what type and how much support my child or young person will receive?

- *Describe the decision-making process.*

How much, and what type of support a child needs is determined, primarily by the class teacher, by considering how much progress a child is making (from their previous starting point) and how their attainment compares with others of the same age nationally. The type and how much support they will receive is detailed in their Pupil Support Plan (PSP). The plan, do, assess, review cycle will identify children that need further input/support. The SENDCo, through discussions with the headteacher, prioritises children to receive additional input, dependant on severity of need.

- *Who else will be involved?*

Discussion with parents/carers, the SENDCo and other professionals, will help determine next steps for each child. A range of professionals, including an Educational Psychologist are accessible through a referral in to the SEND and Inclusion HUB, who are then able to provide additional guidance and recommendations of next steps.

- *How will the parent carer be involved?*

Parents/carers are given the opportunity to share their views, with the class teacher, during termly review meetings of their child's Pupil Support Plan (PSP). The SENDCo is also available for parents/carers to speak with during parent teacher consultation evenings and at any point throughout the year if they wish to raise concerns about their child's provision/support.

How will equipment and facilities to support children and young people with SEND be secured?

- *What resources are available?*

Specific resources are often recommended by outside agencies and are in place for some children with SEND e.g. coloured overlays/exercise books, sloping boards, sensory cushions. Technology may also be used to assist some children's learning needs e.g. as an alternative method of recording.

- *What is the process to secure these resources?*

Equipment to support children with SEND is purchased as and when required, within reasonable constraints. If a need for a particular resource is identified, either by the class teacher or another professional, this is raised with the SENDCo. The SENDCo will then look to secure the resource. Any request to purchase equipment/resources is approved by the head teacher. School governors are ultimately responsible for ensuring appropriate allocation of the school's budget/funding. In some instances, parents choose to provide their own resources to support their child e.g., noise cancelling headphones.

How will you and I know how my child or young person is doing?

- *How will you assess my child's progress?*

On an ongoing basis, teachers collect a range of evidence through regular assessments and monitoring arrangements, including tracking children's progress in reading, writing and mathematics. All children complete standardised tests in reading and maths termly.

Teaching, Learning and Support

The child's class teacher will make an overall judgement of their attainment which is inputted as a 'Main assessment' termly. These judgements are moderated by senior leaders.

- *How often will my child's progress be reviewed, and how will this be done?*

If there is a Pupil Support Plan (PSP) in place, these are monitored closely and progress is assessed half-termly. Teaching assistants keep individual notes for children who are receiving SEND support to inform how the child is progressing towards their targets. These SEND Intervention Records are completed 4-weekly and shared with class teachers, who determine next steps based on progress made. Specific, specialised tests may also be used to measure a child's progress in a particular area e.g. understanding of language. Such tests are administered by the SENDCo annually.

- *How will I know what progress they should be making?*

Two Parents' Consultation Meetings are offered within the school year and a termly report is given to parents/carers. At each of these meetings the child's class teacher will let parents/carers know how their child is progressing. In the end of year report, teachers will report whether children are making expected progress, better than expected or less than expected, based on their prior attainment.

- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes?*

Parents/carers are invited to Pupil Support Plan (PSP) meetings each term; progress towards targets is discussed with the child and their parents/carers and new targets are agreed, alongside suggestions for supporting their child in the home setting. Parents/carers may also be invited to discuss their child's progress at any time and additional meetings are set up as required, or as requested, to discuss particular aspects of a child's SEND. We particularly welcome information from parents/carers about how their child learns best in order that it can be shared with those people who teach the child.

The progress of children with an EHCP is discussed formally at their annual review meeting (interim reviews may also be called as necessary). Transition to High School is considered at Y5 and Y6 EHCP annual reviews, in consultation with parents/carers & professionals.

- *How will you explain to me how learning is planned?*

Details of the school curriculum can be found on the school website. Class newsletters are shared at the start of each topic detailing the learning that is planned for that half-term. Learning that is in addition to or different from that provided for all children will be discussed with parents/carers at termly Pupil Support Plan (PSP) meetings.

- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*

At Westfield, we operate an open-door policy. Parents can speak with staff at the start or end of a school day, alternatively they can arrange to speak with a class teacher by contacting the school office. A member of senior leadership is on the playground each morning if you wish to speak with them and the school's learning mentor is also available to speak with, at the start of each day, should you have any concerns to raise.

- *What measures do you take to assist communication with parents and carers with SEND?*

----- Click here to return to the front page -----

Teaching, Learning and Support

At Westfield we communicate primarily with parents/carers through Weduc text messaging system. Emails and/or telephone calls are also used to communicate with parents/carers individually. Generic information about activities in school is shared through the school's website and through the school's Facebook page. If parents/carers have a specific need, which requires methods of communication to be different from the rest of the school community, we request that this information is shared with office staff.

- *How we work with specialist services to support learning*

Each child's progress and outcomes are discussed during consultation meetings with other professionals that may be involved e.g. behaviour support service specialist teacher. Outcomes of any assessments/observations carried out by outside agencies and recommendations are shared with parents/carers by the class teacher &/or SENDCo. When requesting an EHC Needs Assessment, the SENDCo consults with parents/carers to gather their views.

How will you help me to support their learning?

- *How I can help support this at home?*

Class newsletters are shared with parents/carers at the start of each topic, detailing the learning that is planned for that half-term, and what can be done at home to support their child's learning. In addition, if a child has a Pupil Support Plan (PSP), there will be examples of activities that parents/carers can do at home to support their child included within it. These will be discussed and agreed as part of the Pupil Support Plan (PSP) review meeting.

- *Do you offer any parent training?*

Westfield provide different workshops for parents/carers depending on school priorities e.g., Phonics. In addition, the school learning mentor delivers Positive Parenting workshops to support children's behaviour development.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- *How will my child be kept up-to-date on their progress, and involved in review processes?*

Pupil Support Plan (PSP) targets are reviewed with children each half term. Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. Children are encouraged to identify how best they want to be supported in their learning.

When requesting an EHC Needs Assessment, the SENDCo carries out a pupil interview to gather their views.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*

The SENDCo is responsible for measuring outcomes and the impact of support provided. Each term, the SENDCo will audit provision. This may include observation of staff working with children, alongside scrutiny of Pupil Support Plan (PSP) targets/observation notes/intervention records/assessment information (pre- & post-intervention), to ensure the effective use of resources to support those

----- Click here to return to the front page -----

Teaching, Learning and Support

children with SEND. The SENDCo meets with the named governor with responsibility for SEND termly to discuss the findings. A SEND report is shared with full governors at each full governing body meeting.

- *How will you involve parents and carers in this process?*

The impact of support provided is discussed with parents/carers at each Pupil Support Plan (PSP) review meeting, held termly.

- *How will you involve children and young people in this process?*

The impact of support provided is discussed with children at the end of every half term.

- *Does the setting, school or college use feedback mechanisms or surveys?*

At Westfield, we value the views of all stake-holders. Throughout the school year there will be opportunities for both children and parents/carers to provide feedback through such mechanisms as parent/carer questionnaires, pupil interviews, etc. The focus of the surveys will be determined in line with school development priorities.

----- Click here to return to the front page -----

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- *What handover arrangements are offered at the start and end of the school day?*

Children are received in to school between 8.40am-8.50am. Each class has a designated door through which to enter the building; each door has a member of staff present to greet children as they arrive. At the end of the school day, parents/carers are requested to gather on the playground, close to the designated entry/exit door. Class teachers will match children to adults as they leave. If children are to be collected by somebody different than the usual parent/carer it is necessary to inform the office in advance. Y6 children are allowed to walk home alone on receipt of written parental consent.

- *What support is offered during breaks and lunchtimes?*

At break and lunchtimes there is always a teacher and/or TA present on the playground for children to approach. In addition, Westfield also have 'peer buddies' who are available to support play and interactions during these times, for both KS1 and KS2. For KS2 children, who may experience difficulties at unstructured times, there is the option of attending 'Chill Zone' at lunchtime; activities available include colouring and Top Trumps. 'Good to Talk' is a 'drop-in' support, provided by the learning mentor, available to KS2 pupils during morning break, should they wish to discuss any concerns re. friendships etc.

- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*

Westfield has a set of Golden Rules that all children are expected to adhere to; these are taught explicitly and actively promoted through school by all staff; rule 1 is "Keep myself and others safe". Children are expected to walk and remain to the left-hand side of communal spaces. If a pupil has a SEND that impacts on their moving safely through school, or taking part in PE lessons, reasonable

Safety and wellbeing

adjustments are put in place to support them. This may be a 'peer buddy' or an allocated member of staff. A risk-assessment is put in place to support any off-site visit. Reasonable adjustments to keep pupils with SEND safe on a school trip might be provision of 1:1 support, or requesting parental supervision.

- *What are the setting/school/college arrangements for undertaking risk assessments?*

Risk assessments for individual children with SEND are developed in consultation with parents/carers as and when required. The SENDCo consults with outside agencies where they are involved.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*

Westfield have a number of pastoral support systems to support all children, including those with SEND. Children, and their parents, are encouraged to raise any concerns through these systems, which include: Thoughts and Feelings boxes (accessible in all classrooms), Good to Talk (available daily for KS2 pupils), Three Houses surveys or pupil self-rating scales (completed termly) and conversations with any member of staff. The learning mentor is available to speak with parents/carers during 'drop-in' sessions each morning and is responsive to any issues raised.

- *What measures are in place to prevent bullying?*

All teachers and TAs are trained in restorative practice; ensuring that any incidences of unkind/bullying behaviours can be addressed in such a way that all children's voices are heard. A culture of vigilance is promoted through all staff being involved in observing and listening to children. Children are also encouraged to share if they have concerns regarding interactions between other children. Playground (peer) buddies are instrumental in this at break and lunch-times. All information gathered, in respect of unkind/bullying behaviours, is recorded using CPOMS. This is then shared with all necessary staff, to ensure that any patterns of behaviour are recognised and any links between children identified, so that appropriate action can be taken.

- *Where can I find details of policies on bullying?*

Westfield's Behaviour and Discipline Policy and Child on Child Abuse Policy are both readily accessible on the school's website.

- *How do you help children and young people to make friends?*

Class teachers are primarily responsible for ensuring that all children are happy in their classrooms; they will actively encourage positive interactions between peers. In addition, we may provide supported activities at lunch/play times for children with social communication/interaction issues. Opportunities to engage in activities, that specifically support the development of social skills, are embedded through the curriculum e.g., Forest School. Support from the school's learning mentor is also available to promote friendships for any child, including those with SEND. Where appropriate, we seek advice from the Autism Outreach Team (AOT) for children who struggle with social interactions.

- *Is a mentor or buddy scheme available for my child or young person?*

Safety and wellbeing

In some cases, class teachers may allocate 'buddies' to support children that are new to school or may be struggling socially. Peer buddies are also available to support children with friendships, and playing games, on the playground at break and lunch-times.

- *How do you encourage and measure the development of good self-esteem and confidence?*

Westfield use a number of systems to measure the development of good self-esteem and confidence. The 'Child Outcomes Rating Scale' is used, with KS1 pupils, to identify any areas of need for individuals, in order to provide targeted support. The learning mentor uses a self-esteem rating scale with each child that she supports, in order to measure impact of intervention. In some cases, where a child's needs are more complex, a Boxall Profile and/or a strengths & difficulties questionnaire (SDQ) may be completed. This is then used to identify targets for a child to work towards and enables teachers to consider the best strategies to use to support identified children.

- *Do you offer sibling support?*

Siblings may occasionally serve as a support mechanism however this is not usual practice at Westfield.

- *Does the school/setting offer a counselling service or a learning mentor?*

Westfield employ a full-time learning mentor/pastoral support worker. They provide a range of social, emotional and mental-health support for children on a needs basis including, but not limited to, anxiety management, anger management, bereavement support. Support is also available for parents/carers e.g. bed-time routines, behaviour management strategies on request.

How will you manage my child or young person's medicine or personal care needs?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*

Westfield is an inclusive community that supports and welcomes all pupils. We aim to offer the same opportunities to children that have medical conditions, as we do to others.

All use of medication defined as a controlled drug, even if the child can administer the medication themselves, is done under the supervision of a named member of staff. Relevant training is given to members of staff with this responsibility if necessary. Wherever possible, school encourages medication to be administered at home by a parent/carer. However, when a child requires medication, it may be necessary for a designated member of staff to administer medication within the school day. This will only be done if a Parental Agreement for Setting to Administer Medication form has been completed and consent to administer medication has been given. The agreement form details important information such as when/how to administer, dosage and expiry dates. Parents/carers are responsible for ensuring that if their child's medication changes or is discontinued, or the dose or administration method changes, that they should notify the school immediately. If a child has received medication during the school day, then this will be documented in a Record of Medicine Administered to an Individual Child form.

If a child requires personal care, this will be administered by an identified member of staff, as detailed in the care plan.

What would the setting/school/college do in the case of a medical emergency?

Safety and wellbeing

Initially, a qualified first-aider would deal with any incident and follow school policy in respect of administering appropriate treatment. Where a care plan is in place, this would be followed as detailed. In the case of a medical emergency, parents/carers would be contacted by telephone and 999 would be dialled as necessary. Staff would be in-loco-parentis until parents/carers arrived.

How does the setting/school/college support young people who have to take time off for medical appointments?

Medical and dental appointments should always be made outside of the school day where possible. When children have an appointment, the school office should be informed. If a child has to attend a medical appointment this is recorded on the register in-line with Local Authority's guidelines. Where a medical need prevents a child from attending school the protocol and good practice guidance set out in 'Children who are missing Education due to Health/Medical Needs' for Staffordshire pupils is followed.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Parents/carers are asked if their child has any health conditions or health issues when they join Westfield in Nursery or Reception. Parents/carers of new pupils starting at other times during the year are also asked to provide this information. If a medical need is identified, then parents/carers record this information on a Medical Details form. A Healthcare Plan is used to record important details about individual children's medical needs at school, their triggers, signs, symptoms, medication and other treatments. Further documentation can be attached to the Healthcare Plan if required. A relevant member of school staff is also present, if required, to help draw up a Healthcare Plan for children with complex healthcare or educational needs. The Individual Care Plan is shared with class teachers and all adults who come in to contact with the child such as TAs and lunchtime supervisors. A copy of the Care Plan is kept in the medical room, school office and each child's classroom.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *Include link to Behaviour policy. Support from external agencies?*

In any circumstances where the sanctions/rewards have not had an impact on the child's behaviour, initially the child's class teacher will meet parents/carers to establish if there are any underlying reasons for the behaviour and support for parents/carers may be initiated if necessary e.g. Local Support Team. If appropriate, the SENDCo will request outside agency involvement for the child e.g. Behaviour Support, Educational Psychologist, CAMHS. Interventions may be offered to support the child e.g. individual/group provision such as Lego-therapy/Play-Do therapy, led by the pupil mentor.

There will be times when children with SEND may need more sensitive and individual behaviour plans and programmes to support any additional needs. This could include specific behaviour targets, modified or reduced timetables, 1:1 support from an adult, individual risk assessment, preventative short term placements at specialist provision.

----- [Click here to return to the front page](#) -----

Safety and wellbeing

How do you support children who are looked after by the local authority and have SEND?

Westfield is an inclusive community that supports and welcomes all pupils. We aim to offer the same opportunities to children that are looked after, as we do to others. The designated teacher for looked after children is primarily responsible for supporting all children who are looked after, including those with SEND. Their role is to liaise with both social workers & carers to ensure that the child's needs are met.

Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person – include contact details*

Each child's class teacher is primarily responsible for their education. Most classes will also have a teaching assistant (TA) allocated to provide additional support. If your child's SEND is such that they require 1:1 support, there will be an allocated key worker. Mrs Anderson is the SENDCo for Westfield; she is able to be contacted through the school office 01902 892143. A full staffing list is available on the school's website.

- *What is the role of my child's class teacher/s?*

All staff are dedicated to providing an atmosphere where all children feel happy and secure, with a strong emphasis on traditional values that encourage a caring and courteous code of conduct. Westfield strive for all children to achieve the highest possible standards. Teachers are responsible for planning, setting suitable learning challenges responding to children's diverse learning needs. Teachers take account of any SEND requirements and make provision, where necessary, to support individuals or groups of children to participate effectively and inclusively in curriculum and assessment activities.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

When children start in Nursery or Reception at Westfield, Early Years staff will be involved in gathering all relevant information prior to entry. This will include conversations with parents/carers and staff at previous settings. For children with SEND, reports from outside agencies, where involved, will also be gathered.

For children that start in Y1-Y6, information from previous settings is sent through to Westfield (electronically and/or paper). If a child has SEND, this is recorded on the school's register. The SENDCo may have a conversation with parents/carers and or staff from the previous setting to ensure that transition in to Westfield is as smooth as possible.

Any information regarding a child's SEND is kept in their own folder in the SEND office. Staff are alerted to any information that is included in the file, by the SENDCo. Where necessary, the SENDCo will meet with teachers and/or TAs to discuss the information in more depth.

What expertise do you have in relation to SEND?

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*

Westfield's SENDCo attends termly 'Update and/or Network Meetings' throughout the year which provides an opportunity to discuss SEND issues with colleagues in other schools and disseminate information regarding current practice to staff. Teachers at Westfield access training, in relation to SEND, as part of on-going CPD. Previous training accessed has included: Autism Friendly Classrooms. Westfield employ 'High Level Teaching Assistants' (HLTAs) and a team of 'Teaching Assistants' (TAs) throughout school. TAs access a range of training opportunities on a needs-by-needs basis e.g., delivery of speech & language programmes. Inclusion support assistants, employed at Westfield, have had experience in specialist settings. All TAs across school are trained Paediatric First Aiders.

Working Together

- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*

Westfield's SENDCo is accredited with the "National Award for Special Educational Needs Coordination" and is part of the senior leadership team.

- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*

Continuing Professional Development (CPD) of staff is offered in line with the School Development Plan (SDP) priorities and is organised in accordance with the needs of our children. Specialist information gained through research/training is disseminated via our internal Learning Platform, accessible to all staff, or via a staff meeting or organised staff training sessions. As specific needs arise, the SENDCo approaches specialists from a range of agencies e.g. OT or EP to seek advice about raising awareness of the specific type of SEND. Expertise and specialist training in relation to speech and language needs is secured via our SALT who supports our school. The School Health Team provides staff training in relation to asthma, epilepsy, diabetes and anaphylaxis, as required. The SENDCo provides support for all teachers as and when required on a day-by-day basis.

- *Does the setting, school or college have any formal accreditations, charter marks or awards?*

Although Westfield have no formal accreditations currently, we ensure that all classrooms are dyslexia friendly, including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities. We also ensure that all classrooms are autism friendly, including use of; visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet workstations and pictorially labelled resources. We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary.

- *Does the setting, school or college provide disability awareness training?*

Westfield work closely with a number of agencies who support children with disabilities e.g. hearing/visual impairment team. A specialist teacher will observe pupils in setting and provide advice/make recommendations on how best to support the child. We always act upon advice received from outside agencies e.g. enlarging print for visually impaired (VI) children; most advantageous positioning of hearing impaired (HI) children within the classroom and use of aids as recommended. Should there be a need for further disability awareness training, this would be secured from an appropriate training provider.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.*

Westfield maintains links with a number of agencies including child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND. Where social care and/or

----- Click here to return to the front page -----

Working Together

local support teams are involved in supporting families, school will often provide a central meeting point. The SENDCo reports to governors each term regarding any outside agency involvement.

- *Which health or therapy services can children/young people access on the setting/school/college premises?*

Speech & language therapists, occupational therapists, physiotherapists may come in to school to deliver programmes of support for children with SEND and/or provide advice/recommendations for teachers to follow. Westfield also provides a safe space for other services, such as children & adolescent mental health (CAMHS), counselling services as required, to support children.

Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried and how do I contact them?*

A child's class teacher is always the first point of contact for parents to raise any concerns. Class teachers are available to speak with informally at the start and/or end of the school day. If parents wish to make an appointment to discuss something in more detail, they should contact the school office either by telephone or email.

Who is the SEN Coordinator and how can I contact them?

Note: colleges – no legal duty for SENDCo, but should have named co-ordinator for SEN support

The school's SENDCo is Mrs Pam Anderson. Contact should be through the school office 01902 892143 or office@westfield.staffs.sch.uk

What roles do your governors have? And what does the SEN governor do?

Note: must include information around looked after children

The Governing Body has due regard to the SEND Code of Practice: 0-25 years (2014) when carrying out its duties toward all children with SEND:

- The Governing Body does its best to secure the necessary provision for any child identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body ensures that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- The SEND governor, Dr Rebecca Sharpe, ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.
- The SEND governor and the SENDCo meet regularly to discuss SEND provision.

How will my child or young person be supported to have a voice in the setting, school or college?

- *How will my child/young person being able to contribute his or her views?*

All children are encouraged to identify how best they want to be supported in their learning, including those with SEND. *The class teacher and or the TA will have these conversations with children to support their quality first teaching.*

Working Together

- *How will the setting/school/college support my child/young person to do this?*

Pupil voice is sought through a number of avenues including 'Talk and Thought' boxes, Pupil Support Plan (PSP) review meetings, pupil questionnaires and pupil interviews.

- *How do you support children and young people with SEND/LDD in making their aspirations known?*

Pupil Support Plan (PSP) targets are reviewed with children each half term and they are actively encouraged to think of areas for development and how best to develop in these areas in school and at home.

- *Do you have any student focus groups, councils or forums within the setting?*

There is an active School Council made up of representatives from Years 1 to 6. They are elected annually by their classmates and meet to discuss various issues such as playtimes, learning and the curriculum and behaviour. Their suggestions make a positive contribution to the school's continual development.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Any parent/carers wishing to be actively involved in school life can do so in a number of ways.

By attending the PFTA (Parent, Teacher & Friends Association) meetings parents/carers can help to raise funds for things that enhance the quality of the learning experience, as well as aiding the development of the role of the partnership between home and school.

There are several ways that parents/carers can participate including: putting forward your ideas to the PTFA, via e-mail or letter or via the school council or school office or if they prefer a more 'hands on approach' they could volunteer to help organise or run forthcoming events.

Westfield's Board of Governors has 3 parent governor representatives. Parent governors hold a 4-year term of office. When a vacancy becomes available this is advertised to the school community and parents/carers will put themselves forward. All parents/carers are then given the opportunity to vote for their preferred candidate.

What help and support is available for my family through the setting?

- *Do you offer help with completing forms and paperwork or travel plans?*

Should assistance be needed to complete any paperwork, this is available as required.

- *Who normally provides this help and how would parents access this?*

Either the office staff, the school's learning mentor/pastoral support worker of the SENDCo are available to support. Parents/carers can contact the office in person, via telephone or email to request support.

----- Click here to return to the front page -----

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*

Westfield is an inclusive community that supports and welcomes all pupils. We aim to offer the same opportunities to children with SEND, as we do to others. As a learning community we are committed to providing all our children with as many varied and exciting, quality learning opportunities as possible, this varies on a term-by-term basis. Examples of activities previously offered include outdoor sports, football, cross-country, Forest School, arts & crafts, sewing, board-games, gardening.

- *Do you offer holiday and/or before and after school/college provision? If yes, please give details of what lunchtime or after school/college activities you offer?*

Westfield School Care Club is situated on the school premises and staffed by qualified and enthusiastic staff. School Care Club is booked in advance and a booking form is sent out to all parents/carers towards the end of each half-term for bookings for the following half-term. Breakfast club runs from 7.40am-8.40am. After School Club runs from 3.20pm-5.45pm.

- *Do parents/students have to pay for these and if so, how much?*

Breakfast Club offers cereal and a drink. The charge is: £4.00 per session.

After School Club offers toast and a drink. The charges are: Collection before 5.00pm = £6.00 Collection 5.00pm - 5.45pm = £8.00.

- *How do you make sure clubs, activities and residential trips are inclusive?*

All activities on offer are made inclusive through reasonable adjustments that are made for individual children with SEND, on a needs basis. Westfield liaises with outside providers, where they are used, to ensure that they are fully inclusive.

- *How will you help my child or young person to be included?*

A number of reasonable adjustments can be made. These may include, but are not limited to; tailored activities, different equipment, additional supervision

How do you involve parent carers in planning activities and trips?

The class teacher, in the first instance, will meet with parents/carers to discuss their child's needs and what arrangements may need to be put in to place. The SENDCo and outside agencies, where involved, will be consulted as required at the planning stage.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible

☐

----- Click here to return to the front page -----

Inclusion & Accessibility

Partially Accessible ☒

Not Accessible ☐

Details (if required)

Westfield Primary is a 2-floor building. There is a lift that operates to link Early Years and KS1 with KS2. Years 5 and 6 are currently located on the second floor, which is only accessible by stairs.

Are disabled changing facilities available? Yes ☒
No ☐

Details (if required)

There is a disabled toilet and shower located in the KS2 part of the building.

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

There is a disabled toilet and shower located in the KS2 part of the building. There is also a disabled toilet available in the main entrance.

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

There is an allocated disabled parking space on the main car park.

----- Click here to return to the front page -----

Inclusion & Accessibility

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐
No ☒

Details (if required)

Not applicable

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.*

At Westfield we ensure that all classrooms are autism friendly, including use of; visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet workstations and pictorially labelled resources. Where a sensory need for an individual child is identified, provision is considered to meet that need. For example, some children may benefit from using a wobble cushion (to support them when sitting), others may wear headphones to help them manage exposure to high noise levels e.g. in the hall at lunchtime.

- *How are SEND students supported to access those facilities available to all students?*

Westfield is an inclusive community that supports and welcomes all pupils. We aim to offer the same opportunities to children with SEND, as we do to others.

What forms of communication does the setting use to ensure inclusivity?

- *How do you communicate with those whose first language is not English (including parent/carers)?*

Westfield uses a range of communication including the website, Facebook page, text messages, emails, telephone calls and face-to-face meetings. Where a child and/or parents/carers first language is not English we would seek to provide the necessary support as required. Westfield would consult the Local Authority EAL (English as an additional language) team for support and advice, including an interpreter if needed.

- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

Westfield uses a range of communication methods to ensure information is accessible. This includes internal signage, large print resources, dyslexia-friendly font, pictorial or symbolic representations and use of technology e.g. sound buttons, voice-recording devices. Where a child with SEND has a particular need, we work with outside agencies to support the child with communication e.g. through the use of PECS (picture exchange communication system).

----- Click here to return to the front page -----

Joining and moving on

Who should I contact about my child or young person joining your setting?

- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

Westfield Admissions Policy is readily available on the school's website. To request a place in our governor run Nursery, parents/carers should contact the school office directly to discuss availability of places and preferred arrangements, either by phone 01902 892143 or email office@westfield.staffs.sch.uk. For admission in to Reception, parents/carers should contact admissions at Staffordshire tel. 01785 278716. For a mid-year transfer, parents/carers should contact the school office, in the first instance, to discuss availability of places. In accordance with legislation, children with SEND who have an education, health and care plan (EHCP) that names a particular school as being the most appropriate to meet the child's needs must be admitted to that school.

How can parents arrange a visit to your setting, school or college? What is involved?

- *Do you offer Open Days?*

If parents/carers are considering Westfield for their child they should telephone the office to book a tour of the school. The head teacher or deputy head will help parents/carers get a feel for life in school and will be more than happy to answer any questions they may have.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

- *What preparation will there be before my child or young person joins you?*

Before children start at Westfield they are encouraged to visit school with their parent/carer(s). Children joining Nursery will have an induction session scheduled close to their start date. This is an opportunity for school staff to meet the child and discuss any specific needs with parent/carer(s). Children joining Reception will have 2 induction sessions during the Summer Term, prior to starting in September. During these sessions they will be able to familiarise themselves with the environment, meet their teachers and play alongside their peers. Reception teachers will liaise with previous settings, where applicable, to ensure a smooth transition; this may include visiting a child in their Nursery provision. For children with SEND, additional sessions may be planned, according to need. For children who are joining Westfield mid-year, a tour of school is recommended. Induction can be arranged on request. For children with SEND, the SENDCo will liaise with the previous setting to ensure that transition is as smooth as possible. If required, a transition programme is planned, according to need.

- *How will he or she be prepared to move onto the next stage?*

All children in Y6 engage in a programme of transition activities provided by the receiving school. These may include visits from staff at the new setting and/or open days/visits to the new setting. Any children that may need additional support regarding transition, including those with SEND, will be identified by class teachers and supported by the school's learning mentor. Additional arrangements

----- Click here to return to the front page -----

Joining and moving on

can be made for children with SEND, in consultation with the receiving school's SENDCo.

What information will be provided to his or her new setting, school, or college?

When children move to a new setting, their CTF (computer transfer file) is sent on confirmation of them starting i.e. first day of attendance. Their paper file is then forwarded to the new setting within 5 working days. For children with SEND, this will include Pupil Support Plans (PSPs) and copies of any reports provided from outside agencies.

How will you support the new setting, school, or college to prepare for my child or young person?

The SENDCo at Westfield will liaise with the new setting regarding a child's SEND. This may include a telephone conversation with the SENDCo at the receiving school or an in person discussion, where required. If appropriate, staff from the new setting may visit the child in school.

----- Click here to return to the front page -----

Additional Information

What other support services are there who might help me and my family?

- *Who can I contact for further information and how? (SENDIASS etc.)*

Westfield's learning mentor/pastoral support worker is able to support parents/carers in a number of ways. Where additional support and/or expertise is required, they and/or the school SENDCo are able to signpost parents/carers to a number of agencies that may be able to help. These include, but are not limited to:

Staffordshire SENDIASS Family Partnership <https://www.staffs-iass.org/home.aspx>

Family Action tel: 01543 735 699 email: staffordshire@family-action.org.uk

Save Our Spoons (SOS) offers a relaxing, safe and supportive environment for families of children with a mental health need living in the South Staffs area. <http://camhs.mpft.nhs.uk> email: CAMHSParentSupport@mpft.nhs.uk

When was the above information updated, and when will it be reviewed?

This report has been updated Mar 2025. Any changes to policy and/or practice will be included as and when they occur. The report will be formally reviewed annually. Next review due Autumn Term 2025.

Where can I find Staffordshire's Local Offer?

----- Click here to return to the front page -----

Additional Information

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

- *How can parents give feedback to the setting, school or college?*

The class teacher is the first person that parents/carers should speak to if they are not happy with a decision or what is happening for their child. In addition, the school's learning mentor and/or a member of senior leadership is available to speak with at the start of each school day. Alternatively, parents/carers can contact the school office to request a meeting with the SENDCo or the head/deputy head teacher.

- *What is the setting, school or college's complaints policy?*

Westfield welcome feedback as a means to improve the school and make it the best it can be. It is hoped that all children and parents/carers will be very happy in our school community, and that staff deal with any concerns that may arise swiftly. A copy of the complaints policy is readily accessible on the school website. Alternatively, a paper copy can be provided on request.

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input checked="" type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number 860 2397

District

- | | | | |
|------------------------------------|------------------------------------|---|---|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input checked="" type="checkbox"/> South Staffordshire |

Specific Age range

4-11 plus Nursery and 2-year old provision

Number of places

Seedlings (2yr olds) 15 places, Acorns (3yr olds) 20 places, Nursery (4yr olds) 52 places, Primary (YR-Y6) 420 places

Additional Information

Which types of special educational need do you cater for?

Westfield is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Additional and/or different provision is available in school for children with a range of needs, including:

- Communication and Interaction E.g. Autistic Spectrum Condition (ASC), Asperger's Syndrome, speech and language difficulties.
- Cognition and Learning, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD) - dyslexia, dyscalculia, dyspraxia.
- Social, Emotional and Mental Health (SEMH) Difficulties e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory &/or Physical Needs e.g. vision impairment (VI), hearing impairment (HI).

☒ inclusive mainstream school

☐ special school

Offer specialisms in. Tick all those that apply.

☐ Resource for autism

☐ Resource for cognition and learning difficulties

☐ Deaf friendly

☐ Resource for physical disability

☐ Resource for severe learning difficulty

☐ Visual impairment friendly

☐ Resource for social, emotional and mental health

☐ Fully accessible environment – for pupils with physical or sensory needs

☐ Resource for moderate learning difficulty

☐ Resource for profound and multiple learning difficulty

☐ Resource for speech, language and communication needs

Other specialist support/equipment:

☐ Specialist technology

Comment: N/A

☐ Rebound trampoline

☐ Hydrotherapy

----- Click here to return to the front page -----

Additional Information

- | | |
|--|---|
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |