

**Westfield Community Primary School**  
**Special Educational Needs and Disability (SEND) Information Report 2019 – 2020**

**1. What kinds of special educational needs &/or disabilities (SEND) does our school provide for?**

Our school 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).

**2. What are our school's policies regarding the identification and assessment of children with Special Educational Needs &/or disabilities (SEND)?**

Our school's Teaching & Learning Policy outlines how children are assessed in each area of the National Curriculum. On an ongoing basis, teachers track children's progress in Writing, Reading and Mathematics. Over time, this builds a picture of an overall judgement, which is inputted as a 'Main assessment' twice a year; mid-year and year end. Additional and different assessment tools may be required when children 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.

A range of specific, specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. Any concerns regarding a child's social skill development are raised by the class teacher and discussed with the SENDCo.

Westfield's Behaviour and Discipline Policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. Occasionally there will be exceptions when the sanctions/reward within the behaviour policy have not had an impact on the child's behaviour. Where persistent behaviour is causing concern the following process is followed:

- Parents meet initially with the class teacher, SENDCo, phase leader or learning mentor. A behaviour checklist may be completed to establish if there are any underlying reasons for the behaviour. This will give the basis for an action plan to make positive changes.
- Where additional support is required, the SENDCo refers to outside agencies e.g. Behaviour Support, Educational Psychologist, CAMHS who will use a range of observation & assessment tools to assist in the identification of an individual child's needs.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

### **3. What are our school's policies regarding provision for children with SEN &/or disabilities (SEND)?**

#### **a) How do we assess and review the progress of children with SEND?**

Our Teaching and Learning Policy outlines the range of assessments regularly used throughout the school. Our Marking Policy details how feedback and marking are used to assess where a child is and to move forward in next steps in learning.

- Initial concerns about a child's progress are discussed with the SENDCo and parents. Intervention programmes are implemented and/or referrals made to external agencies as appropriate.
- Pupil Support Plans (PSPs) are evaluated and reviewed each half term.
- Pupil progress is tracked on an on-going basis.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by the Speech and Language Therapist (SALT) Service.
- A cycle of consultation meetings, based on the assess-plan-do-review model, takes place throughout the year for children involved with our Educational Psychology (EP) service.
- An Annual Review is held for children with Education Health Care Plans (EHCP); interim reviews can also be arranged throughout the year if necessary.
- When children are assessed by the SENDCo or by external agencies, meetings take place (currently virtually due to COVID restrictions) with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets.
- When assessing children with SEND, consideration is given to recording needs e.g. whether a reader or scribe is required or if additional time or rest breaks are necessary. Whatever support is provided in the classroom is provided as far as is permitted during tests.

## **b) How do we evaluate the effectiveness of provision for children with SEND?**

- Use of PSPs.
- Use of assessment information/progress rates - pre and post intervention.
- Use of attainment and progress data for children with SEND across the school; part of whole school tracking of children's progress.
- Use of pupil/parent interviews/questionnaires.
- Monitoring by the SENDCo.

## **c) How do we teach children with SEND?**

- We work in partnership, with all of our families and external agencies where appropriate, to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs and plan where necessary to develop children's understanding with all available senses and experience. They plan to enable children to take full part in learning, physical and practical activities, to manage their behaviour in order to take part in learning effectively and safely and help children to manage their emotions in order to fully engage in the learning process.
- We aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.
- Children who speak English as an additional language (EAL) may also require additional modified programmes and differentiation of the curriculum though will not necessarily have SEND.
- We acknowledge that not all children with disabilities have special educational needs. All our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.

#### **d) How do we adapt the curriculum and learning environment for children with SEND?**

- We are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs or abilities. All staff accept responsibility for planning, setting suitable learning challenges responding to children's diverse learning needs.
- All children have the opportunity to achieve the highest possible outcomes for every lessons, 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 is adjusted to meet the needs of pupils who may not have reached that initial aim but need a little extra support or guidance to get there.
- Ideally, children should work in mixed ability pairs/groups to encourage 'social learning' however, currently, in accordance with Government guidelines, children in Years 1-6 are learning primarily through direct instruction; teacher models the task, child completes the task individually. Either the teacher, or the TA, supports children with SEND who are working independently.
- Wherever possible, children are given open-ended tasks e.g. debates, presentations, open ended written tasks rather than worksheets. This encourages children to achieve more. Reasonable adjustments are made for children who may then need further support, including those with SEND e.g. provision of a word bank.
- We always act upon advice received from external 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; use of laptops for children who experience difficulties recording their work; use of coloured overlays and cream paper in exercise books for all children, use of specialist equipment and resources to support children with sensory needs e.g. wobble cushion.
- We are accredited with Full Dyslexia Status (2018-2021) and 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 ASC 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.

#### **e) What additional support for learning is available for children with SEND?**

- Teachers take account of a child's SEND requirements and make provision, where necessary, to support individuals or groups to participate effectively and inclusively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

- We teach an inclusive curriculum to ensure that the needs of all children are met and implement Pupil Support Plans with SMART (specific, measurable, agreed, realistic, time-based) targets for children with SEND to achieve.
- Specific resources or strategies are often recommended by external agencies and are in place for many children e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to quiet 'Time Out' areas or personalised schedules.
- A number of intervention programmes are in place for children who require additional support. 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). Presently, due to Covid restrictions, meetings between professionals and/or parents are virtual, to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.
- We 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. Due to Covid restrictions, 1:1 support takes place in a quiet space within the classroom; no small group interventions are currently taking place.

**f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?**

Extra-curricular activities, before and after school care, residential visits in KS2, indoor activities and adult led outdoor activities at lunch times are offered to all children, regardless of SEND.

**g) What support is available for improving the emotional and social development of children with SEND?**

- Areas designated for 'quiet time out' within or outside many classrooms.
- Supported activities at lunch/play times for children with social communication/interaction issues.
- Support from the school's learning mentor; engagement in specific activities e.g. social stories.
- Opportunities to engage in activities that specifically support the development of social & emotional skills e.g. Forest School.
- Specialist advice from the Autism Outreach Team (AOT) for children with social communication/interaction difficulties.
- Specialist advice from our EP.
- Specialist advice from colleagues at ENTRUST Behaviour Support Service (BSS) and Child and Adolescent Mental Health Service (CAMHS).

**h) What support is available for children with medical conditions?**

We are an inclusive community that supports and welcomes all pupils. We aim to offer the same opportunities to pupils that have medical conditions, as we do to others. If a pupil has a medical need then a detailed Care Plan is completed in partnership with parents. Staff who provide medicine administration complete training that is overseen by relevant professionals e.g. diabetic nurse and follow the Local Authority policy/DfE

guidelines included within; 'Supporting Pupils at School with Medical Conditions' (Statutory guidance for governing bodies of maintained schools and proprietors of academies in England December 2015, updated 2017).

#### **4. What is the name of the Special Education Needs & Disabilities Co-ordinator (SENDCo) and their contact details?**

Our SENDCo is Mrs Pamela Anderson who can be contacted through the school office – 01902 892143.

#### **5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?**

- Our SENDCo is accredited with the “National Award for Special Educational Needs Coordination” and is part of the senior leadership team.
- Our SENDCo attends termly ‘Update and/or Network Meetings’ throughout the year which provides an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- Our SENDCo provides support for all teachers as and when required on a day-by-day basis.
- 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.
- We employ ‘High Level Teaching Assistants’ (HLTAs) and a team of ‘Teaching Assistants’ (TAs) throughout school.
- TAs across school are trained Paediatric First Aiders.

#### **6. How do we ensure that equipment and facilities support children with SEND?**

- Equipment and facilities to support children with SEND are purchased as and when required, within reasonable constraints.
- Auxiliary aids are used, where required e.g. the provision of a piece of equipment, additional staff assistance for disabled children, readers for children with visual impairments.
- Regular discussions with specialist agencies, children and parents monitor the effectiveness of provision.
- Our school's Accessibility Plan outlines adaptations required to meet particular needs and enhance learning.

## **7. How do we consult with parents/carers of children with SEND and involve them in their child's education?**

- Two Parents' Consultation Meetings are offered within the school year (currently virtually, due to Covid restrictions) and an end of year annual report is given to parents.
- Parents are invited to PSP meetings each term (currently by telephone consultation, due to Covid restrictions); 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 may be invited to discuss their child's progress at any time and additional meetings are set up as required, or as requested by parents, to discuss particular aspects of a child's SEND. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.
- Progress and outcomes are discussed during consultation meetings with our EP and SENIS advisory teacher; outcomes of any EP/SENIS assessments/observations and recommendations are shared with parents by the class teacher &/or SENDCo.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings e.g. with our SALT or with specialist support teachers e.g. AOT.
- When requesting an EHCP Needs Assessment, the SENDCo consults with parents/carers to gather their views.
- The progress of children with an EHCP is discussed at their annual review (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 & professionals.

## **8. How do we consult with children with SEND and involve them in their education?**

- 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 aware of their challenging targets set to support their development.
- When requesting an EHCP Needs Assessment, the SENDCo carries out a pupil interview to gather their views.
- Children are encouraged to identify how best they want to be supported in their learning.
- Children with SEND have equal opportunity to apply for roles of responsibility within school e.g. the role of School Councillor.

## **9. How do we handle complaints from parents/carers of children with SEND?**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Our school's Complaints Policy outlines the procedure for making a complaint:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.

- If the matter remains unresolved, the complaint is dealt with by the Phase Leader or the SENDCo.
- If there is still no resolution, the Deputy or Head teacher should become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors. The Governing Body will deal with the matter through their complaint procedures.

#### **10. How do we involve other bodies in meeting the needs of children with SEND and provide support for their families?**

- External support services play an important part in helping school identify, assess and make provision for pupils with SEND.
- Our School is part of South Staffordshire SEND Hub, which consists of a group of professionals/specialists that meet half-termly.
- Our school receives advice and support from the EP Service and SENIS.
- Referrals are made to the SALT Service, to provide advice and support to staff in addressing speech and language needs throughout the school. The SALT and OT services support the school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children.
- Referrals are also made to SENIS Behaviour Support Team and CAMHS to seek advice for children with SEMH issues.
- The school may seek advice from specialist advisory teachers for children with sensory &/or physical needs e.g. HI team and children with communication & interaction difficulties e.g. AOT/Midlands Psychology Service.
- School maintains links with 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.
- The Local Support Team (LST) or Family Support Service (by SCTSP) provides Early Help to children and families when problems emerge.

#### **11. What are the contact details of support services for the parents of children with SEND?**

SENDIASS (Special Educational Needs & Disabilities Information, Advice and Support Service) – Staffordshire Family Partnership (formerly known as SEND Family Partnership &/or Parent Partnership) is for parents and carers of children and young people with SEND (0-25). They have a team of SEND Family Partnership Officers who can offer information, advice and support about education, health and social care issues. To access the website please visit: [www.staffs-iass.org](http://www.staffs-iass.org)

#### **12. Where is the Local Authority's Local Offer published?**

The Local Authority's Local Offer can be found at:

<http://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>