

Westfield Community Primary School
Special Educational Needs and Disability Information Report 2015 – 2016

1. What kinds of special educational needs &/or disabilities 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 Difficulties e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory &/or Physical Needs e.g. vision impairment (VI), hearing impairment (HI).

Medical needs - Not all children and young people with medical conditions will have special educational needs. Where children and young people do also have SEN, their provision is planned and delivered in a coordinated way with the healthcare plan.

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

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. 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.

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. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher speaks to parents/carers about anything that might have happened at home. The class teacher/Special Educational Needs Co-ordinator (SENCO) gathers information about incidents occurring, at what time of day and during which lessons. Behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations are conducted in class and/or playground to record behaviours, taking into consideration the involvement of others and environmental factors. An intervention is devised, taking into account all of the information gathered.

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. A range of specific, more 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.

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

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

Our Assessment Policy outlines the range of assessments regularly used throughout the school.

- Initial concerns about a child's progress are discussed with the SENCO and parents and followed by referrals to external agencies or supported by intervention programmes as appropriate.
- Pupil Support Plans are evaluated and reviewed each half term.
- Pupil progress is tracked each term.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by the Speech and Language Therapist Service.
- A cycle of consultation meetings, based on the plan-do-review model, takes place throughout the year for children involved with our Educational Psychology service.
- An Annual Review is held for children with Education Health Care Plans; interim reviews can also be arranged throughout the year if necessary.
- When children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets.
- When assessing children with SEN, 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 class room is provided as far as is permitted during tests.

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

- Use of Pupil Support Plans.
- Use of assessment information/progress rates - pre and post intervention.
- Use of termly attainment and progress data for children with SEN across the school; part of whole school tracking of children's progress.
- Use of pupil/parent interviews/questionnaires.
- Monitoring by the SENCO.

c) How do we teach pupils 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 class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the end of each key stage.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCO 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 through the use of 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 SENCO, 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 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?

- The curriculum is differentiated to meet the needs of all our children. Differentiation may occur by grouping e.g. small group, one to one (1:1), level of ability or peer partners.
- The content of the lesson and teaching style takes into account that children may be visual, auditory or kinaesthetic learners.
- Other aspects include: lesson format, pace of lesson, provision of alternative recording methods e.g. scribing, use of technology, mind mapping, and photographs.
- The outcomes expected from individual children are also important including; materials used, support level provided or provision of an alternative location for the completion of work.

- 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 and ensure that all class rooms 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 class rooms are ASC friendly, including use of; visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations and pictorially labelled resources.
- We endeavour to ensure that all class rooms 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 SEN?

- 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; some are trained to deliver a number of intervention programmes throughout the school, others are deployed in classes to support children on a 1:1 or small group basis.
- We teach a differentiated 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 to achieve.
- A number of intervention programmes are in place for children who require additional support including Precision Teaching or Toe-by-Toe. 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. Educational Psychologist, Speech and Language Therapists, Occupational Therapists and specialist teachers from Special Educational Needs and Inclusion Service (SENIS). Meetings are often held in school involving specialists and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home. Study rooms are available to provide quiet work areas for 1:1 or small group work.
- 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.

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

Extra-curricular activities, before and after school care, residential visits in Year 5 & 6, 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.
- Indoor activities at lunch/play times for children with social communication/interaction issues.
- 'Playground Buddies' encourage involvement of all pupils at playtimes/lunch-times.
- Support from the school's Pupil Mentor; engagement in specific activities e.g. friendship group/social skills development.
- 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 for children with social communication/interaction difficulties.
- Specialist advice from our Educational Psychologist.
- Specialist advice from colleagues at 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. Our Medical Conditions Policy can be accessed on our Parent Portal. If a pupil has a medical need then a detailed Health Care Plan is completed in partnership with parents and our school nurse. Staff who provide medicine administration complete training that is overseen by the school 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 February 2014).

4. What is the name of the Special Education Needs Co-ordinator and their contact details?

Our SENCO 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?

- We employ 'High Level Teaching Assistants' (HLTAs) and a team of 'Teaching Assistants' (TAs) who are trained to deliver a range of interventions on a small group or individual basis.
- TAs across school are trained Paediatric First Aiders.
- Staff are trained at least annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis.
- Continuing Professional Development (CPD) of staff is offered in line with the School Development Plan 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.
- Expertise and specialist training in relation to speech and language needs is secured via our speech and language therapist who supports our school.

- As specific needs arise, the SENCO approaches specialists from a range of agencies e.g. Occupational Therapy (OT) or Educational Psychology (EP) to seek advice about raising awareness of the specific type of SEND.
- Our Special Educational Needs Co-ordinator attends termly 'Update 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.
- At the end of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year.
- The SENCO is part of the senior leadership team and is able to review and plan the training, guidance and advice, that staff across the school need, to ensure they meet the additional learning requirements of our children.
- Our SENCO provides support for all teachers and organises training on a needs basis.

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 made to the building 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' Evenings take place within the school year and an end of year annual report is given to parents.
- Parents 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 may be invited into school 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 SEN. 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; this information is a key component of the child's 'One-Page Profile'.
- 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.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings e.g. with our speech and language therapist or with specialist support teachers e.g. Autism Outreach Team.
- When requesting an Education Health Care Plan Needs Assessment, the SENCO consults with parents/carers to gather their views.
- The progress of children with an Education Health Care Plan (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 annual reviews, in consultation with parents & professionals.

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

- Children with SEND are represented in proportion to their numbers in the school on our School Council.
- Pupil Support Plan 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 Education Health Care Plan Needs Assessment, the SENCO carries out a pupil interview to gather their views.
- Children are encouraged, through the use of 'One-Page Profiles', to identify how best they want to be supported in their learning.

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. The SEND complaint procedure is as follows:

- 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 SENCO or by a Phase Leader.
- 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.
- In the unlikely event that the matter is still not resolved the parent can then take the complaint to the Secretary of State for Education.

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

- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service and the Special Educational Needs and Inclusion Service.
- Referrals are made to the Speech and Language Service, to provide advice and support to staff in addressing speech and language needs throughout the school. The speech and language therapy and occupational therapy services (NHS) 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 social, emotional and mental health issues.
- The school may seek advice from specialist advisory teachers for children with sensory &/or physical needs e.g. the Hearing Impairment Team and children with communication & interaction difficulties e.g. Autism Outreach Team.
- 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.

- Our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by us or parents/carers.
- The Local Support Team 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?

Staffordshire SEND Family Partnership:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

SEND Family Partnership (formerly Parent Partnership) is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). They offer information, advice and support about education, health and social care issues. If you have a general enquiry, would like to speak to one of SEND Family Partnership team or to request information and support please telephone **01785 356921** during office hours. The answer machine is on out of office hours so please leave a message and your call will be returned as soon as possible. Alternatively you can send an email to: sfps@staffordshire.gov.uk

Parent In The Know newsletters:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

This publication from the SEND Family Partnership is for parents and carers of children with special educational needs and disabilities. The newsletter is produced three times a year and is free. You can download a copy from the website or contact us to send you a copy through the post. If you would like to receive copies on a regular basis then please contact us on 01785 356 921 or email us: sfps@staffordshire.gov.uk and ask to be added to our mailing list.

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

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

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