

Westfield Community Primary School
Special Educational Needs and Disability (SEND) Information Report 2017 – 2018

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 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 & Disability Co-ordinator (SENDCo) 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 (SEND)?

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 SENDco and parents and followed by referrals to external agencies or supported by intervention programmes as appropriate.
- Pupil Support Plans (PSPs) 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 (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 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 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 termly 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; 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, 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 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 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?

- 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 (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?

- 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 are trained to deliver a number of intervention programmes throughout the school and are also 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. 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). 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 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.
- 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/'Good to Talk'.
- 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 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 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 & 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?

- 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 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 (SDP) priorities and is organised in accordance with the needs of our children.
- Our SENDCo provides support for all teachers and organises training on a needs basis.
- Our SENDCo 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.
- 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.

- 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.
- 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.
- 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 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.

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' Evenings take place within the school year and an end of year annual report is given to parents.
- Parents are invited to 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 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; 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 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, using 'One-Page Profiles', to identify how best they want to be supported in their learning.
- Children with SEND have equal opportunity to apply for the role of School Councillor; their peers vote on children to the School Council democratically.

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 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 EP Service and the 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 Service 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.

- 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 (LST) 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 new website please visit: 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>