

Westfield Primary School's SEND Information Report



1. What are the following contact details for your school?

	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (SEND) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs M. Harbottle	Mrs S. Yorke	Mrs S Hickey Head teacher Mr M Garnett Deputy Head teacher
Contact number	01482 844369	Via 01482 844369	01482 844369
Contact email	westfield@westfield.eriding.net	Via westfield@westfield.eriding.net	westfield@westfield.eriding.net
Address	Westfield Primary School Westfield Road Cottingham HU16 5PE	Westfield Primary School Westfield Road Cottingham HU16 5PE	Westfield Primary School Westfield Road Cottingham HU16 5PE

2. What is the ETHOS of the school regarding Children with Special Educational Needs and Disabilities (SEND)?

Westfield Primary School values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us,

'All teachers are teachers of children with special educational needs.'

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment.

Our aim is:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class

room provision, if necessary for the child to make progress.

- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

3. Provide the link to the following policies on the website of the school:

The following policies can be found on our school website:

- Accessibility and Disability Policy
- Equality Policy
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Child Protection and Safeguarding Policy
- Teaching Standards
- Behaviour Policy

Please access these through the school's website and use the "Our School" tab.

4. What is the standard admissions number? (Updated 20.09.24)

There are currently 441 pupils on roll including 24 nursery places. We have a FS1 unit with an admissions limit of 30 full time places. From FS2 we have two form entry with an admissions limit of 60 per year group.

There are currently 44 children on the Special Educational Needs Register. There are 9 pupils with an Education Healthcare Plan.

5. How does the school:

• Identify and assess Children with SEND?

Through listening to parental concerns, or through monitoring and termly tracking of pupil progress, or through daily interactions and observations. The class teacher will raise a cause for concern where they feel the need to assess or identify a special educational need. Following this initial cause for concern, relevant assessments and observations will take place. These may be conducted by the SEND department or external agencies. Parents will be informed throughout the process.

• Evaluate the effectiveness of provision for Children and Young People with SEND?

- The SENCO monitors the movement of children within the SEND system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers involved in drawing up the School Provision Map and Pupil Profiles for children.
- The named governor with responsibility for special needs is kept informed of developments.

- The Governing Body reviews implementation of the policy regularly.
- Strategies used to monitor the provision for SEND children are pupil voice, parent questionnaires, classroom observations, intervention observations, drop ins and pupil assessment tracking.
- **Assess and review progress of Children with SEND?**

Each review of the SEN Pupil Profiles will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress.
- Widens the attainment gap.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

6. Who are the best people to talk to at Westfield School about your Child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- Any initial concerns regarding pupils should be made to the class teacher.
- The class teacher will discuss the child's needs and provide differentiated teaching to support the child's needs.
- These concerns will then be raised with the SEND department using a Cause for Concern Form.
- The child and their needs will be discussed, closely monitored and further assessments will be carried out if necessary.
- Parents will be informed of progress and any evaluations and these will be recorded on the Pupil Profiles.

7. What are the different types of support available for Children with SEND at Westfield Primary School?

- Differentiated work within the classroom.
- A language rich environment to support all children in a multisensory environment.
- 1 to 1 support where appropriate.
- Group support using carefully monitored and evaluated intervention material.
- For vulnerable pupils; play time support is available and a nurture lunchtime facility 'The Rainbow Room' during lunch.
- ELSA (Emotional Literacy Support Assistant) will support on a 1:1 or small group basis depending on need.
- We liaise fully with external support agencies such as the Education Psychologist, Speech and Language Therapy Service, Occupational therapy Services, Physiotherapy Services and Hearing/ Visually Impaired Services to provide support where plans have been issued.
- All children will have access to interactive whiteboards with a green / blue background to reduce visual stress and a visual timetable.
- Children have access to coloured overlays, books with buff coloured paper and photocopies on coloured paper rather than white.
- Children may also use an iPad or laptop to record their work.
- Children have access to sloping boards, weighted pens and pencils and pencil grips to support

handwriting.

- We have a small sensory room which provides children with texture and light stimuli and a dark soothing environment for calming activities to take place.
- To further support emotional and mental health in school we have employed a counsellor who comes to school once a week. 'Advotalk Counselling' is available with limited places.

8. How will the school ensure ALL staff are aware and understand a Child's SEND?

- Any child on the SEND register will have an individual **Pupil Profile/Graduated Response**. These detail the child's specific likes and dislikes, how they like to learn, their specific area/s of need. They set 3-4 outcomes which have been identified to work towards each term. These are regularly updated and reviewed formally, with parent and child input three times a year.
- Any additional interventions are detailed on the profiles and monitored on the school's provision map.
- During transition into each year the teachers will meet and discuss all pupils including those with SEND. Profiles will begin in the summer term and continue into the new class to ensure continuity of provision.

9. How will Westfield School let a parent/ carer know if they have any concerns about their Child's learning?

- Class teachers will make initial contact regarding pupil's progress. This will be addressed at any point in the term and not left to Parental Consultation Evenings.
- Parents will be invited into a meeting to discuss concerns. If, after this meeting and agreed differentiated learning is still not supporting the child's progress the class teacher will raise a 'Cause for Concern' with the SEND department. The parent/ carer will be kept informed at all times of any actions then taken by the school and the strategies to support learning that may be identified by further testing.

10. How is support allocated to children?

SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school with guidance from the teacher. This is funded from the school's annual SEND budget. The support timetable is reviewed half termly, by the SENCO, and the management team, in line with current pupil needs, educational initiatives, and the budget. Additional support is funded through devolved funding and individual allocations from the LA.

11. How does support move between the key stages?

- Continual and reviewed support using the **Pupil Profiles / Graduated Responses**, advocating the Child Centred Approach and through discussions with the child, parents, teachers and teaching assistants. This is reviewed formally three times per year and handed on to the new class teacher using pupil progress meetings to monitor progression and attainment and identify support needed.
- During transition into each year, the teachers will meet and discuss all pupils including those with SEND. Profiles will begin in the summer term and continue into the new class to ensure continuity of provision.

12. Which other people and organisations provide services to Children with SEND at Westfield School?

- Educational psychologist
- Behaviour Support Team
- Speech and language therapy services
- Hearing / visual impaired therapy services (SaPTS)
- CAMHS
- School Nurse / Health Visitor
- Communication Inclusion Service
- Physiotherapists (contact through GP referral)
- Children's Centre - Family Support
- Wellbeing Team - Early Help
- Humber Sensory Processing Service

13. What training have staff received to support Children with SEND?

- All support staff are TA Level Two / Three trained.
- Training has been provided for Autism and sensory processing, intensive interactions, attachment disorder, ASC, dyslexia, TEAM teach, speech and language, Lego express, phonics and basic first aid. (Areas of training are focused on and developed throughout the year.)
- Some staff are trained in delivering structured intervention programmes: numicon, Project X code, success @ arithmetic, first class @ number, talk for number, 5 minute box, Active Literacy and precision teaching.
- Currently 3 trained ELSAs (Emotional Literacy Support Assistant)
- 2 members of staff trained in 'Drawing and Talking' Therapy.
- Training is consistently reviewed and adapted for the specific needs of the children in our school.
- Training on individual programmes are delivered in house.

14. How will teaching be adapted for a Child with SEND?

- Using continuous assessment and pupil profiles to provide differentiated planning particular to the specific needs of each individual child.
- Kinaesthetic, visual or auditory approach.
- Use of additional support resources e.g. sloping boards, overlays, ICT equipment
- Additional adult support is used to promote independence.
- Additional time may be given, and this is dependent on the child's need.
- Scribes will be used when and where appropriate.

15. What support is available for parents/ carers of a Child with SEND?

- The class teacher is the first point of contact and we consider an open communication between the class teacher, child and parents vital for successful support.
- Parents will receive the SEND policy detailing all the information about how we support SEND.
- The school's website details the school's local offer and the East Riding Local Offer.
- The **SENCo has a non-contact day every Monday** and is available to detail specific support for parents.
- The SEND Policy is accessed on the school's website.

16. How is Westfield's physical environment accessible to Children and Young People with SEND?

The school is fully accessible for pupils with SEND. We occupy a single-story build. Corridors are wide, there are two accessible toilets, and the car park has allocated disabled bays.

17. What facilities are available for Children with SEND at Westfield Primary School?

- Quiet/ withdrawal areas in classrooms/ library.
- Nurture 'Rainbow' room available to vulnerable children every lunchtime.
- Sensory room with suitable equipment.
- All pupils, including SEND pupils are encouraged to participate in a wide range of extra-curricular clubs both at lunch time and after school.

18. How will Children be supported during transitions?

- Discussions with previous settings to discuss support programmes and possibly agencies involved.
- When moving classes pupils have 'change up' time where they meet the staff and are made familiar with new classrooms /facilities.
- Transition books are given when and where appropriate.
- Transition to KS3 is carefully managed. Pupils will attend induction visits and the school provides additional visits for particularly vulnerable children.
- KS3 SENCOs are invited to transition meetings and Annual Reviews prior to them starting.

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