



## **Westfield Nursery and Primary School**

### **Sen Information report Feb 2018-Feb 2019**

#### **‘Smile & Succeed’**

Our curriculum at Westfield Nursery and Primary School is based on our school ethos of 'Smile and Succeed' and embeds our shared values of honesty, trust, understanding, respect, perseverance and motivation in order that all pupils make good progress, socially, emotionally and academically.

Our school will provide exceptional care; we will make a difference to children and families by unlocking life chances, developing life skills and widening opportunities and possibilities.

## School Sen Information Report

<p><b>About the school</b></p>	<p>Westfield Nursery and Primary school is a 4-11 mainstream school. Currently there are 216 children on role. The vast majority are white British. The proportion of those who have special needs is well above average as is the proportion of children eligible for free school meals.</p> <p>The Nursery (Little Acorns) – we are currently able to offer Nursery provision from 8.00am – 3.15pm</p>
<p><b>SEND at Westfield Nursery &amp; primary School</b></p>	<p>Currently we provide for children with a diagnosis of Autism, Hearing impairment, Mobility problems, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) Mental Health difficulties, Learning difficulties, -Emotional &amp; Behavioural difficulties, Communication difficulties and Autism. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.</p> <p><b>Roles and responsibilities:</b></p> <p>The Senco and Inclusion Lead is Mrs V Smyllie          The Access and Inclusion Leader is Miss L Rossi          The Headteacher is Mrs K Barley          The SEND governor is Ms S Murphy</p> <p>All of the above people can be contacted via email or via the school office 01900 874000  <a href="mailto:admin@westfieldprimary.cumbria.sch.uk">admin@westfieldprimary.cumbria.sch.uk</a></p>
<p><b>This is how we identify SEN</b></p>	<p>Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the SENCO following the graduated response approach. All parental concerns are acted upon.</p> <p>At Westfield Nursery &amp; primary School children are identified as having SEN through a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Liaison with preschool setting/Infant school/previous school</li> <li>• Child performing below age-related expectations – concern raised by teacher within day to day classroom operation or at Pupil Progress Meeting with the Headteacher.</li> </ul>

	<ul style="list-style-type: none"> <li>● Concerns raised by parent/carer</li> <li>● Pastoral concerns raised by teacher e.g. behaviour or self-esteem is affecting performance</li> <li>● Liaison with external agencies e.g. Family Centre, Social Care,</li> <li>● Health diagnosis through a GP, Paediatrician, Health Visitor.</li> </ul>
<p><b>This is how parents/carers can raise concerns</b></p>	<p>Parents/carers can raise concerns by talking to us– the first point of contact is your child’s class teacher/teaching assistant. Parents/carers can also contact the SENCo, Mrs Smyllie, the Headteacher, Mrs Barley or Miss Rossi the access and inclusion leader. If appropriate, parents/carers can also contact their GP surgery or ask for an appointment with the School Nurse. We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.</p>
<p><b>This is how school staff support children with SEND assessing and reviewing their progress throughout the year</b></p>	<ul style="list-style-type: none"> <li>● The Senior Leadership team oversees all support and progress of any child requiring additional support across the school.</li> <li>● The class teacher will oversee, plan and direct the work with each child with SEN in their class to ensure that progress is being made.</li> <li>● There may be a Teaching Assistant (TA) working with the child with SEN either individually or as part of a group; if this is seen as necessary by the class teacher/SLT. The regularity of these sessions will be explained to parents/carers when the support starts.</li> <li>● The child may be taught in our teacher led, smaller provision ‘Woodlands’</li> <li>● The class teacher meets with parents/carers at least three times a year (this could be as part of Parents’ Evening or a separate Review) to discuss your child’s needs, support and progress.</li> <li>● For further information the SENCo is available to discuss support in more detail.</li> <li>● The SENCO reports to the Governors to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times.</li> <li>● Ms Murphy (a governor) is responsible for SEN and meets regularly with the SENCo, reporting back to the Governors to keep everyone informed.</li> <li>● The Governors agree priorities for spending within the school budget with the overall aim that all children with SEN receive the support they need in order to make progress.</li> </ul>

<p><b>This is how we match the curriculum to the needs of children with SEN</b></p> <p><b>This is how we approach the teaching of children with SEN</b></p>	<p>All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be at least three different levels of work set for the class. However, on occasions this can be individually differentiated to fit in with specific learning programmes or advice from an external specialist.</p> <ul style="list-style-type: none"> <li>• The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.</li> <li>• Some children working significantly below their age expectations may be taught Maths and English in Woodlands, our teacher led provision.</li> <li>• We are an inclusive school and all staff start from the belief that children with SEN can respond to high expectations.</li> <li>• We ensure as far as possible that a range of different strategies are used so that children with SEN are fully included and able to succeed e.g. use of laptops, computers, colour overlays for children with reading difficulties etc.</li> <li>• We are also experienced in using materials to develop self-esteem and a more positive outlook for children with social, emotional and behavioural issues - these materials may include personal books, sticker charts, tailored curriculums and social stories.</li> <li>• Some children with identified Social and Emotional and Mental Health or Communication and Language difficulties will receive interventions in the afternoons in Woodlands.</li> </ul>
<p><b>This is how we work with parents of children with SEN.</b></p> <p><b>This is how we manage the learning of children with SEND within school.</b></p>	<ul style="list-style-type: none"> <li>• We offer an 'open door' policy where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is progressing. We offer advice and practical ways in which you can help your child at home.</li> <li>• We believe that the education of children with SEN should be a partnership between parents/carers and teachers, therefore we keep communication channels open and communicate regularly, especially if a child has complex needs.</li> <li>• If necessary, we operate a home/school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.</li> <li>• Children working in Woodlands for Maths and English will receive weekly home/school diaries detailing their learning that week.</li> <li>• If a child is on the SEND register they may have a Pupil Passport which lists individual targets. Children with SEND who are part of a Group Intervention will have additional sessions in Reading,</li> </ul>

Writing or Maths (depending on their need) which are over and above the differentiated support that they already receive in the classroom. These additional sessions may be delivered by Teaching Assistants, Higher Level Teaching Assistants, Specialist Teachers or the Class Teacher. Group Interventions last for a number of weeks at a time. The target for each group will be set by the class teacher with the expectation that the child WILL achieve the target by the time the Plan is reviewed. If any child does not achieve the target, they will be referred to the SENCO/SLT when the Group Intervention is evaluated after 10 weeks. If this is not working the programme will be terminated. It may be that that child requires a programme of 1-1 work with a specialist teacher or further assessment.

- If a child has complex SEN, an Education Health Care Plan (EHCP) will be in place which means that review meetings or family meetings will occur regularly.
- When the child's Pupil Passport is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- As a school we measure children's progress in learning against National expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Y6, using a variety of different methods including National Curriculum expectations, Standardised scores, NFER, PIRA, Rising Stars Assessments
- Children who are not making expected progress are picked up through Pupil Progress Meetings between the class teacher and the Headteacher (see how we identify children with SEN above). In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.
- Parents/carers are involved in joint working with staff through an Education Health Care Plan (EHCP) meetings, Team Around the Family (TAF) meetings and Early Help assessment meetings. If a child has complex SEN parents receive advice directly from an LA specialist advisory teacher and home visits may be made.

	<ul style="list-style-type: none"> <li>• Children with complex SEN who have an EHCP are able to give their views through the Form A consultation, along with their parents/carers.</li> <li>• Parent training/learning events are organised by the school and cover areas such as Phonics, Maths, Healthy Eating and Parenting Advice. The school also holds “Open” events during the year when you can visit classrooms to see the children at work.</li> </ul>
<p><b>This is how we support the emotional and social development of children with SEN, including pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying</b></p>	<p>Westfield Nursery &amp; Primary School is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s wellbeing. We have a caring, understanding team looking after our children.</p> <ul style="list-style-type: none"> <li>• The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the parents’/carers’ first point of contact. When further support is required the class teacher liaises with the SENCo &amp; Access and Inclusion Leader for advice. This may involve working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations and local authority Specialist Teachers.</li> <li>• We recognise that some children may benefit from being able to talk through difficult experiences in their lives with a trained professional.</li> <li>• Children access a range of interventions including Lego Therapy, Social Skills Group and Lets Get Cooking.</li> <li>• Westfield Nursery &amp; primary School has a policy regarding the administration and managing of medicines on the school site. Please refer to the school policy.</li> <li>• Parents need to contact the class teacher/office if medication recommended by health professionals is to be taken during the school day.</li> <li>• On a day to day basis the Administrative staff generally oversee the administration of any medicines. <ul style="list-style-type: none"> <li>• As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.</li> </ul> </li> <li>• As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.</li> <li>• If a child has severe behavioural difficulties an individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.)</li> </ul>

	<ul style="list-style-type: none"> <li>• After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For further information, please see the school Behaviour Policy on the website.</li> <li>• Attendance of every child is monitored on a daily basis by the Administrative team and Access and inclusion leader. Lateness and absence are recorded and reported upon to the Head teacher, Senior Leaders and Access and Inclusion leader. Support is actively encouraged throughout the school and children are rewarded by receiving an attendance certificate or prize every term. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.</li> <li>• We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council.</li> <li>• Children who have SEN have been elected by their peers onto the School Council as class representatives.</li> <li>• From time to time school will ask children to complete a pupil questionnaire. This is where we actively seek the viewpoints of the children, especially concerning being able to speak to an adult if they have a worry.</li> <li>• We also conduct interviews with pupils on different aspects of the curriculum and school life.</li> <li>• The School has a robust Anti-Bullying policy which is part of the Behaviour Policy (which can be found on the School website <a href="http://www.westfieldprimary.cumbria.sch.uk">www.westfieldprimary.cumbria.sch.uk</a>). The School takes any allegations of bullying very seriously and acts swiftly to deal with it.</li> </ul>
<p><b>This is how we secure specialist expertise to support children with SEND. This is also how we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children’s SEN and supporting their families.</b></p>	<p>The SENCo is a fully qualified senior leader and teacher with experience in managing Special Educational Needs.</p> <p>We work closely with any external agencies that we feel are relevant to individual children’s needs within our school including: Behaviour/Inclusion Support, Health including GP, Practice Nurse, School Nurse, Clinical Psychologist, Paediatrician, Speech &amp; Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services, Social Care including Locality Team, Social Workers, Educational Psychologist, Counselling services and therapists Others e.g. Police Community Support Officers, Kidsafe, Barnardos, NSPCC</p>

<p><b>This is how we ensure high quality expertise and training for our staff</b></p>	<p>We have staff working who are trained in the following areas: Speech and language programmes, Makaton/ British Sign Language, Team Teach, PECS (Picture Exchange Communication System), Autism – Levels 1 and 2, Lego Therapy, Reading Intervention</p> <p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment is carried out prior to any off site activity to ensure health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</p>
<p><b>This is how the learning environment is adapted for children with SEN</b></p>	<p>Westfield Nursery &amp; Primary School is wheelchair accessible for areas which have disabled toilets large enough to accommodate changing.</p> <ul style="list-style-type: none"> <li>• The site is both safe, secure and is based over 2 floors. There is a accessible lift to the 1st floor</li> <li>• All classrooms have ICT facilities to support children’s learning; these include interactive whiteboards, projectors and iPads.</li> <li>• Although English as an Additional Language is not in itself a Special Educational Need we recognise that children arriving from another country with little or no English require special support.</li> </ul>
<p><b>This is how we support children with SEN in moving between settings, schools and phases of education</b></p>	<p>We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we encourage further visits to assist them with acclimatisation of the new surroundings.</p> <ul style="list-style-type: none"> <li>• We write social stories with children if transition is potentially going to be difficult as well as making photo books of visits.</li> <li>• When children with SEN are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits and a transition programme.</li> <li>• We liaise closely with staff when receiving and transferring children with SEN to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</li> <li>• If your child has complex needs then an EHCP review in the primary phase will be used as a transition meeting - we invite staff from both schools to attend in order to plan the transition programme.</li> </ul>



<p><b>This is how the school's resources are allocated and matched to the support of children with SEN</b></p>	<ul style="list-style-type: none"> <li>● We ensure that all children who have SEND will have their needs met to the best of the school's ability with the funds available.</li> <li>● We have a team of TAs (teaching assistants), HLTA's (Higher level teaching assistants) who are funded from the school budget and deliver programmes designed to meet groups of children's needs.</li> <li>● The budget is allocated on a needs basis.</li> </ul>
<p><b>This is how we evaluate the effectiveness of the provision made for children who have SEN</b></p>	<p>We can judge if the support has had an impact by reviewing targets on Pupil Passports and ensuring they are being met, by monitoring progress against national age expected levels and observing that the gap is narrowing, through verbal feedback from the parent/carer and pupil.</p> <ul style="list-style-type: none"> <li>● The school's tracking data supports these judgements, as well as discussions between the class teacher, SENCo and Headteacher during Pupil Progress Meetings.</li> <li>● For children with complex SEN, advisory teachers/educational psychologists conduct their own assessments e.g. in Speech, Language and Communication, Cognitive Ability, Perceptual Reasoning etc which form part of the review process and provide additional information about the child's developmental progress.</li> </ul>
<p><b>This is how we address complaints from parents of children who have SEN</b></p>	<p>In the first instance, parents/carers can contact the SENCo and Headteacher who will aim to resolve the complaint without the need to progress it further.</p> <ul style="list-style-type: none"> <li>● If a parent/carer feels that their complaint about provision at school has not been fully considered by the school they are able to contact Parent Partnership: <a href="http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/">http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/</a></li> <li>● The Parent Partnership worker may advise parents/carers to contact IPSEA (Independent Parental Special Education Advice) <a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a></li> <li>● In 2015-16 the School did not receive any complaints about provision made at school from parents of children who have SEN.</li> </ul>

<p><b>This is how we support children who are looked after by the Local Authority and have SEN</b></p>	<p>Children who are looked after by the Local Authority (CLA) will have their SEN supported through the Pupil Premium Plus allocation</p> <ul style="list-style-type: none"><li>• This support could be academic (in the form of additional support with Literacy, Numeracy or the provision of a specialist programme such as Reading Intervention)</li><li>• This support could be social or emotional as we recognize that CLA often have needs in this area due to disruption and attachment issues in their lives – counselling is offered as are specific programmes such as Drawing and Talking, Social Stories.</li><li>• We work closely with Cumbria’s Virtual School to match appropriate support to the child’s needs through collaboration.</li><li>• Each CLA has a PEP (Personal Education Plan) in which strategies are laid out for the support of SEN. PEPs are reviewed every six months. At the PEP meeting the views of the children, the foster carers and appropriate family members are heard and valued.</li></ul>
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