

## SEN Information Report for Westwood Primary School

### Introduction

Welcome to our SEN information report which is part of the Suffolk Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations, which can be found [http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf)

At Westwood Primary School, we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor: Sarah Gough  
Name of SENCo: Sarah Bayfield  
Name of Parent Governor: Howard Cunningham  
Name of Exec Head: Rae Aldous

If you have specific questions about the Suffolk Local Offer please look on the following website: <https://www.access-unlimited.co.uk/send-reforms/local-offer/>

Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Sarah Bayfield our SENCO on 01502 565673.

### Our Approach to Teaching Learners with SEN

At Westwood Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy on our school website [www.Westwoodprimaryschool.org](http://www.Westwoodprimaryschool.org)

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

### How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**  
**(b) (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At Westwood Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **Assessing SEN at Westwood Primary School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Westwood Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams. In our school and cluster, we have access to various specialist services. We have access to services universally provided by Suffolk County Council, which are described on the Local Offer website available <https://www.access-unlimited.co.uk/send-reforms/local-offer/>

### **How does the school know if my child needs extra help?**

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Home visit by class teacher.
- Class teacher visit the feeder pre-school to observe your child and speak to their key worker.
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns, we may ask other professionals to give advice and support.

### **What should I do if I think my child may have special educational needs?**

Talk to your child's pre-school key worker or class-teacher. Your concerns will always be taken seriously, as your views are very important to us.

## **What we do to Support Learners with SEN at Westwood Primary School**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Westwood Primary School are proud of our teachers and their development. The Teacher standards are available

<https://www.gov.uk/government/collections/teachers-standards>

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Westwood Primary School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. A map of provision for your child is available on request.

At Westwood Primary School, we share the provision map with our colleagues in the Active Learning Trust Lowestoft Hub and the Lowestoft Schools SEN Network so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision maps are shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### How will school staff support my child?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with the SENDCo, setting appropriate targets. This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used, and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral will be made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who works with the SENDCo.

### How will the curriculum be matched to my child's needs?

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Headteacher, SMT, and class teacher to discuss suitable teaching programmes for each child.

### How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Reviews of learning targets for your child are reviewed twice a year with the SENCO and class teacher and new programmes or support are organised as necessary, leading to personalised learning.
- Targets are set up to support children's individual needs and are regularly updated.

- Children work in a variety of groupings, such as small, supported groups, 1:1, mixed ability and similar ability groups.

### What support will there be for my child's overall

well-being? Support we can provide in school may include:

- nurture groups;
- social skills and friendship groups;
- behaviour programmes including rewards and sanctions;
- anger management sessions;
- bereavement groups;
- prescribed medicines can be administered in school with signed parental permission . There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCO

### What specialist services and expertise are available at or accessed by the school?

Currently we have teachers and teaching assistants who have had training in the following areas:

- Speech and language;
- Dyslexia;
- Autistic Spectrum Disorder.
- ELSA
- Trauma informed Practice
- Step On and Step Up
- Epilepsy management
- Attention Autism
- Lego Therapy

We may access support from other services, for example:

- Educational Psychology Service;
- Suffolk Education Services (SES)
- Alternative Provision (APP)
- Speech and Language Therapy;
- School Nurse;
- Education Support, Behaviour and Attendance Service;
- Occupational Therapy;
- Child and Adolescent Mental Health Service;
- Counselling services;
- Service for Children with Sensory Needs;
- Children's services;
- Newbury Clinic Services

### What training have staff had or are undertaking, to support children with special needs?

The Executive Headteacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers, and for teaching assistants. The Executive Headteacher ensures that all staff have the skills they require to support pupils.

The following training has taken place:-

- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epilepsy, diabetes and epi-pen training.
- The SENDCO provides termly training for all staff
- IEP writing training
- Provision Mapping training
- Trauma Informed Practice Training
- Dyslexia Training
- Step on and Step up training
- Attention Autism
- ASD
- ELSA
- Lego Therapy

### How will my child be included in activities outside the classroom, including school trips?

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- After-school clubs are available to all pupils.
- Health and safety audits will be conducted as and when appropriate.

### How accessible is the school environment?

- The school site is wheelchair accessible.
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users. There is a shower situated in the Nursery class.
- Visual timetables are used in all classrooms.

### How will the school prepare and support my child to join the school, transfer to a new school... or the next stage of education and life?

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between the SENDCo, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition.
- Good transfer of all SEND information.
- Previous schools contacted for information sharing.
- Flexible entry to Early Years Foundation Stage class in Reception.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.

### How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEND Code of Practice and

LA guidance, and personalised or group learning support programme(s) will be

developed dependent on need.

- Additional assessments from outside services, such as Educational Psychologists, or Speech and Language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Deputy Headteacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff at least twice a year and more if needed (if appropriate).

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- Additional assessments from outside services, such as Educational Psychologists, or Speech and Language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Headteacher and class teacher to track progress and decide upon further support.
- School-based plans are discussed with parents and staff up to three times a year (if appropriate).

#### How are parents involved in the school? How can I be involved?

- All parents are actively encouraged to take part in the school community. This may include assemblies, workshops, sharing skills and school visits.

#### 2. Who can I contact for further information?

- Class teacher;
- Key Stage Leader
- **SENDCo**;
- Head of School
- Executive Headteacher

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

#### How are the school's resources allocated and matched to children's special educational needs?

- The special educational needs (SEND) the Executive Headteacher, SENDCo, and SEND Governor and Business Manager manages the budget.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

Westwood Primary School receives funding directly to the school from the Education Funding Agency to support the needs of learners with SEN. This is described as Notional SEN funding. The amount of funding we received for 2023-24 for SEND Notional Funding -

*"It is important to note that the notional SEN budget is not intended to provide £6,000 for every pupil with SEN, as most such pupils' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower*

*additional support costs, even though the local authority may make reasonable assumptions about what those costs might be for the purpose of ensuring that their schools' notional SEN budget calculation is realistic."* (**The notional SEN budget for mainstream schools: operational guidance, 2022**)

Westwood Primary School can also apply to Suffolk Local Authority for additional 'top up funding' (HTN funding) for children With High Needs. In 2022-23 we received £91,166 High needs funding.

### **Have your say**

Westwood Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email [office@westwoodprimaryschool.org](mailto:office@westwoodprimaryschool.org)





