



# **Westfield Primary School and Nursery**

**Midsomer Norton Partnership Trust**

## **Special Educational Needs and Disability Information Report 2022- 2023**

This document has been developed in collaboration through the Norton Radstock Cluster of schools and the Midsomer Norton Schools Partnership. This ensures consistent of approach when meeting the needs of pupils with SEND.

**Special Educational Needs Co-ordinator: Mrs Sally Campbell**

**SEND Governor: Mrs Ally Elliot**

At Westfield Primary School we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

### **SEND Review Green Paper 2022 - Right support, Right place, Right time**

The government is proposing new national standards for SEND to make provision more consistent across the country. These standards would span from the early years through to further education, and apply across education, health and care.

There are proposals to establish a new national SEND and AP system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education.

New local SEND partnerships will bring together education, health and care partners with local government to produce a local inclusion plan setting out how each area will meet the national standards. This will create more joined up identification of need and support. Local authorities will offer tailored lists of specialist settings. There will be a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency. More comprehensive training for school staff and SENCo's, again creating consistency for our children. The government will also review and introduce a national banding system for funding support and staff when a child receives an EHCP.

### **Children and Families Bill 2014/ SEN Code of Practice**

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEN.

The reform programme is set out in *Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

Improving cooperation between all the services that support children and their families  
The Local Authority has responsibility for Education, Health and Care plans which can run from Birth to 25 in accordance with the **SEN Code of Practice**.

### **What is Special Educational Needs?**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age **or** has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **What is disability?**

The Equality Act 2010 gives a definition of disability. A child or young person has a disability if they have a physical or medical impairment that is substantial and had a

long-term effect on their ability to carry out normal day-to-day activities. Children and young people with disability do not necessarily have Special Educational Needs.

### **Who are the best people to talk to at Westfield Primary School about my child's educational difficulties and/or Special Educational Needs?**

#### **Class Teachers**

Teachers ensure that all children have access to outstanding quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

We continually assess and plan for your child, this enables us to identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENCo as necessary.

Develop SEN Support Plans (SSPs) if an additional need is identified and provide targeted support. Teachers then share and review these plans with parents at least 3 times a year. We constantly look for the impact of the additional provision and consider the next small step for each child.

Teachers ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **Teaching Assistants**

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. There are also TA's who deliver group intervention or challenge more able pupils.

Teaching assistants will monitor the progress of each child's SEN support plan under the direction of the class teacher or SENCo.

#### **How can I talk to them about my child if I need to?**

You can contact your child's class teacher by telephoning or visiting the school to arrange an appointment.

As a school we welcome regular communication between parents and school on how a child's day has been.

#### **SEND Governor**

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body

The Headteacher and SENCO is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They give responsibility to class teachers and TAs

but is still responsible for ensuring that your child's needs are met.

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **The Graduated Approach to SEND**

The SENCo ensures each child with identified needs follows the local authority graduated approach. This is the way early years settings, schools and post-16 providers support children and young people who have Special Educational Needs and Disabilities



All children should receive Quality First Teaching. This is called Universal Support. Some children need additional and different targeted Support. This is called SEN Support. Few children have complex SEN. They will need personalised support and may need an Education, Health and Care Plan (EHCP)

- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing and discussion around the impact
  - part of planning ahead for them.
  -

#### **The SENCo will....**

- Liaise with any external agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc...
- Update the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.
- Provide specialist support and training for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Support your child's class teacher to write SEN Support Plans (SSPs) that specify the targets set for your child to achieve.
- Organise training for staff so they are aware and confident about how to meet the

needs of your child and others within our school.

### **How can I talk to them about my child if I need to?**

You can contact your child's class teacher and/or SENCO by telephoning or visiting the school to arrange an appointment.

### **How does Westfield Primary School know if children need extra help?**

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- the child's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the child's behaviour or emotional well-being
- a child asks for help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning how we can work together, to support your child at home and at school

Sometimes a child may need some short-term help if there is a change in circumstances e.g a bereavement or family breakdown.

Please talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENCo), or the Headteacher. At Westfield Primary School, **Sally Campbell** is the SENCO. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

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

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

Regular meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

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

Activities and school trips are available to all students. Some financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access to activities where payment is needed.

For all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, put in place to enable all students to participate. If it is

considered that additional 1:1 support is required to support a student, on the grounds of disability, needs or safety, an additional staff member may be asked to accompany a student during the activity/trip.

If, on the basis of the risk assessment, it is considered that a student poses a health and safety risk to themselves or others which cannot be reasonably managed, it may not be possible for a student to access a trip. The head teacher will take this decision, balancing carefully the school's responsibilities to provide reasonable adjustments and fair access alongside health and safety needs.

Where a professional makes a recommendation, parents will be supported to identify services.

### **How will Westfield Primary School staff support my child?**

All children have individual needs. Children in school with SEN will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- other staff in the school
- Working in collaboration with staff from dual placements where applicable eg Multi Academy Trust
- Staff who will visit the school from external support services such as the Specialist Autism Support Team, Sensory Support Service ( for students with a hearing or visual need), Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
- an assessment by an Educational Psychologist or other specialists
- working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups etc
- providing special equipment/resources as required to support your child's learning and development

The class teacher (sometimes with the SENCo) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCo.

Regular reviews of a child's progress are discussed at SEN Support Plan (SSP) meetings. These will follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- support to set targets which will include their specific professional expertise

### **How will I know how well my child is doing?**

In addition to the usual school reporting processes, Class teachers and the SENCo are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Support Plan meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

#### **What specialist services can the school access?**

We have access to a very wide range of specialist services as follows:

Specialist Autism Support Service (SASS)  
CAMHS/ Local authority Mental Health Team  
Educational Psychologists  
Occupational Therapists  
School Nursing Team, Paediatricians and GPs  
Social Care teams  
Speech and Language Inclusion Partnership  
Children Missing Education Officers  
Sensory Support Services  
Physiotherapy  
Parent Partnership  
Play therapist – Kim Humphreys  
Emotional Health and wellbeing support  
Norton Radstock SEN Network  
Mentoring Plus  
Southside  
Behaviour Specialist Teacher – Claire Roberts

#### **What support will there be for my child's wellbeing?**

The school offers a range of pastoral support for children who are encountering emotional difficulties.

Westfield Primary School follows the Thrive Approach to support all our children. The SENCo is a licenced Thrive practitioner. The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.



ELSA Support: Mrs Carver

ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

Mentoring Plus:

Children facing emotional difficulties can be expertly supported by a dedicated in-school

mentor. Experienced and trained practitioners offer sessions on a regular school day, giving young people space to talk and reflect, developing coping strategies and emotional intelligence.

Sometimes the school will get support from elsewhere e.g the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.

For children with medical or sensory needs, the school can access the disability team as well as the Physical and Sensory team. This may lead to the assessment or support of, for example. A disability nurse or an occupational therapist.

#### **What training opportunities are there for staff supporting children with SEND?**

It is the Headteacher or SENCO's job to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

#### **How accessible is the school environment?**

We will always do our best to meet individual need, and make reasonable adjustments, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users. As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

#### **How will Westfield Primary School support my child's transition to and from school?**

Induction for all Early Years children takes place in Terms 5 and 6 before they start, and includes visits to school, and an induction meeting for parents. The Reception teacher/TA also visit pre-school settings to observe children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school. The school also offers an optional Home Visits where the Early Years team will visit parents and their children in the home environment.

For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website. For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOS are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

We ensure that all relevant professionals are involved in supporting the transition process.

### **How will Westfield Primary School allocate resources to support my child's needs?**

The school budget includes money for supporting children with SEN, referred to as the 'notional SEN budget'. The school's Senior Leadership Team, in conjunction with the School Finance Manager, decide on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discuss all the information they have about SEN in the school to decide the level of resources, training and support required. SEN funding is usually allocated to employ staff and outside specialists and to purchase resources and equipment.

Where a student has significant needs that the school feels it is unable to meet within the available school budget, a local authority Request for a Statutory Assessment may be made for the student.

This may lead to the implementation of an Education, Health and Care Plan (EHCP) leading to recommendations for provision, further support and possibly additional funding being provided by the local authority. Parents can also request that the local authority carry out a Statutory Assessment. The local authority SEND team make the final decision over additional funding allocation for pupils with EHCP's.

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

All schools have a notional SEN budget, which is used to support all pupils with identified SEND. Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources/support for the child.

### **How can I be involved in discussions about and planning for my child?**

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher – either formally at Support Plan meetings and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.
- Discussions with other professionals e.g. the SENCO, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both).

This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) or TAF (Team around the family) meetings.

### **Who can I contact for further information?**

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENCO, Mrs Campbell
- Headteacher, Mr Mills
- The SEN governor, Mrs Elliot

Please contact the school if you have any further questions.