

SEN report to Governors

Name of School: Westfield Primary School

SENCo: Sally Campbell

Date of report: March 2023

SEN Governor:

It is our intent that all pupils with Special educational Needs and Disabilities experience success; that they achieve well and develop as individuals. We are dedicated to ensuring we deliver quality first teaching and staff training in SEND initiatives. We aim to reduce barriers to learning and use a well developed broad and balanced curriculum which is appropriately adjusted to enable all children to succeed.

We work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND. Our partnership with parents, families and carers enables us to use a holistic approach to support each child individually.

Assessing accurately from the beginning to enable early identification and intervention for SEND to ensure that progress and opportunities are maximised. We use a graduated approach of plan, do, review to ensure progress is made.

SEND Provision:

Within the school we have 17 teaching assistants and 3 apprentice teaching assistants, most of whom have part time contracts (mornings only) each class is supported for a period of time in English and Maths, which includes guided group work and interventions.

Eight classes have a child supported on 1:1 basis through an EHCP and additional higher needs funding.

The priorities for TA deployment are:

- Firstly to meet the needs of students with Educational, Health, Care Plans
- Providing interventions for a range of pupils
- Supporting a wide range of other pupils on the SEN register across the curriculum
- Developing social and emotional skills while monitoring mental health, also providing nurture provision

Leadership of SEND:

An important aspect of the work of the SENCo is to constantly liaise with teachers and teaching assistants to enable all students to access their learning environment appropriately. Advice and support is offered across the school to adjust or personalise resources. This ensures that all children have appropriate work and resources available to support their learning in all subjects.

As SENCo, each week I will informally drop in to classes. Initially checking in with higher needs/EHCP children and then monitoring how SEND provision is delivered. Connected to or from these visits I provide 1:1 coaching opportunities for teachers and teaching assistants to support practice.

I have regular contact with parents and successfully have strong relationships with families of children with EHCPs.

There are TA meetings held term, where updates and CPD opportunities are provided about SEND and Pupil Premium.

Each long term pupil progress meetings are held between phase leaders, class teachers and myself. This is an excellent opportunity to discuss children's progress, particularly in the early years.

I am responsible for making external referrals for children who need additional support and co-ordinating any reviews that take place.

Ensuring the 'graduated response' of SEND is an ongoing process in school. Three times a year SEN Support Plans are written and reviewed by class teachers. These plans will include targets to achieve, strategies that will support the children and indications of impact. When a child ceases to make progress and fits a certain criteria, decisions are made with parents to apply for an Needs Assessment from the local authority. This can lead to an education, health care plan and possible additional higher needs funding.

Allocating any additional funding to resources to a child is carefully managed between myself and the headteacher.

During 2021-22, I had successful meetings with the then SEND Governor, Ally Elliot. She was able to provide support, some challenges and was involved in learning walk.

Transition is a particularly an important time for SEND children, whether they are starting school, leaving school or simply swapping key stages. I am able to provide support for teachers and children.

2021-22 SEND Action Plan:

During this period there was a strong relationship with the SEND governor, who was able to visit several times and provided challenge as well as support. The process of TA performance management gained momentum and SLT were involved to share out the amount of observations.

Westfield now has an active page on the school website. This features many different sections covering all the support and intervention we offer.

Pupil and parent voice was improved in child centred paperwork, creating a more holistic approach to the provision we provide.

Communication with parents is good, most have direct access to contact me and families with higher needs children are in weekly contact with me. Virtual meeting and use of a mobile has improved practice.

Connecting pupil progress meeting with SEND reviews has reduced workload and created a more comprehensive approach to meeting the needs of individuals.

Working alongside the deputy head has created more fluency with strategic thinking and provision alongside other areas in school eg pupil premium, TAC and TAF meetings. This has increased the impact of TA meetings and providing CPD.

A whole school audit was completed reviewing the impact of interventions. A new 'go to' document was completed listing the best interventions to use for certain difficulties.

I have created a document to show progression and attainment in SEND who are not meeting age related expectations. This highlights what they have achieved while working towards ARE. This is complementary to teachers using SIMs to collate attainment data.

I began a NPQ course in senior leadership. I am due to complete this summer.

2022-23 SEND action Plan:

This year I have chosen to focus on embedding a robust cycle of assess-plan-do-review and making sure all teachers deliver high quality SEND provision in their planning. Being involved in pupil progress meetings I am visiting classrooms and doing learning walks to monitor progress.

By the nature of our early years cohort, I also want to continue to provide staff cpd on all neurodivergent strategies. Concentrating on behaviour as a communication of need and then demand avoidance strategies to support children who have communication difficulties. This year I will also continue to support TA's with cpd on memory and processing and identifying children with dyslexia.

Well being and emotional development support:

The SENCo facilitates a small lunchtime club for children who find unstructured times difficult or for children who need some emotional support. This is used by children who choose to drop in and children who attend regularly. We play games and do some craft activities, chat and build friendships then occasionally eat lunch together.

Assessment

The assessments carried out by the SENCo are additional to and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all children. This is to ensure we can measure value added and see the smallest steps of progress. The assessments always highlight the next steps for the child, through their SEN Support Plan.

- York Assessment of reading and comprehension, incorporating phonics
- Basic Number Screening Test
- Vernon Word Spelling Test
- Thrive Assessment

Pupil Voice

A survey was carried out with 10 SEND Pupils, there was a selection of children covering year 1-6. Questions were asked to ascertain if the children were happy, supported and felt safe at school. The questions were asked aloud to the children with adjustments to language if needed. Younger children were supported with visual emoji faces to answer questions.

Outcomes:

100% of the children said they are happy at this school.

100% of children said they knew who to talk to if they were worried.

Questions	Yes	Maybe	No
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Adults in school understood their needs	70%	20%	10%
Feel safe and can trust adults	100%		
Enjoyed 1:1 or group interventions	100%		
Adults give support when I need it	90%		10%
Interventions help my learning	100%		
Do you use what you have learnt in interventions in the classroom?	80%	20%	
Included in the review process of SSPs	70%	30%	

Mentoring Plus/Nurture support Outcomes:

Questions	Yes	Maybe	No
Is the intervention helpful?	100%		
Feel special and safe?	100%		
Adults give support when I need it	100%		
Interventions help my confidence/self esteem/worries?	100%		
Do you use strategies that are shared with you?	80%		20%

Conclusions:

Our children do feel safe and know which adults they can trust to talk too.

It's much easier to concentrate in small groups and they can confidently ask questions.

The children are aware of their SSPs and can remember their targets. The help they receive for that is always good. Other children in the classes take up too much of the teacher's time. All the children feel supported and listened to.

Mentoring Plus/Nurture/ELSA helps to take away worries and stresses by talking things through. Mentors are adults they can trust and help with strategies to use.

Actions:

Complete a more comprehensive survey by the end of term 6. Increased focus should be on interventions.

Communication between school staff, parents and students

Parents are encouraged to meet with the SENCo throughout the academic year to support their involvement in establishing support and provision and in reviewing targets and support strategies. The school aims to provide

at least three formal opportunities during the school year for parents to meet with the SENCo to discuss the progress of their child.

Parents are encouraged to contact the SENCo by telephone or email if there are any SEN concerns or queries regarding the support of their child.

Students with an EHCP have a mandatory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post.

Transition support

Westfield Primary School has a well established and successful transition programme for children with special educational needs.

We identify groups of children as needing additional transition support, and devise a transition programme tailored to their needs which may include additional visits to secondary school prior to the September they start. Year six children who have EHCP's and some higher needs SEN children will be supported through their Annual Reviews, whereby secondary school staff will be encouraged to attend.

Additional visits to the secondary school to meet key staff or to become familiar with the routines and layout of the school are arranged during the summer term by the SENCo.

All parents of year 6 students are invited to a parents' evening at the school and parents of year 6 students with special educational needs are invited to meet the SENCo as part of this evening. This provides an opportunity to discuss any individual concerns.

External Professional Agencies

Westfield Primary School works closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust. As our School is part of a Multi Academy Trust and a local SEN Network, we commission the services of a range of independent support agencies as appropriate. The SENCo has regular contact with the following agencies:

B&NES Local Authority services

Specialist Behaviour Support Teacher
Educational Psychology Service
Hospital Education & Re-integration Service
Children's Social Care Services
Looked After Children Support Team & Virtual School for LAC
Connecting Families

Primary Care Trust (Health Authority services)

Child and Adolescent Mental Health Service (CAMHS)

Mental Health Support Team
Sensory Impairment Team
Speech & Language Therapy Service
Occupational Therapy Service
Physiotherapy Service
School Nurse

Other services

Mentoring Plus
Off The Record
Independent counselling services
Children Unlimited – Occupational Therapy support service
Specialist ASD Support Service
Play Therapy

Services for Parents:

There are a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child.

These include:

Southside
SENDIAS BANES

