Westgarth Primary School – SEN Information Report – 2019-20

**How does the school/college identify children with special educational needs?**

Children identified by the class teacher as needing some extra help in school are supported in-class. This could take the form of extra in-school sessions with specific targets to achieve more progress or targeted support from a Teaching Assistant or teacher.

Some children could be identified as needing some extra specialist support in school delivered by a professional from one of our partner agencies (see below). In this case you will be asked to come to a meeting to discuss your child’s progress and to help plan possible ways forward. You will always be asked to give your permission for the school to refer your child to an outside agency. This type of support is ideal for children with specific barriers to learning that cannot be overcome through quality first teaching or extra in-class support.

If your child has a high level of need which cannot be provided for from the budget available to the school, then we will invite you to a meeting where we will discuss, with other professionals, whether we feel that the Local Authority should carry out a statutory assessment of your child’s needs. Statutory assessment is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority, they will decide whether they think your child’s needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.

After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong and whether they need specialist support in school in order to make good progress. If this is the case they will write an EHC (Education Health Care) Plan for your child, whilst if it is not the case, they will ask the school to continue with the support already in place. This decision will be regularly reviewed.

**How do we involve parents in planning for those needs?**

All children at Westgarth enjoy personalised provision (PP) which is updated regularly and the targets are reviewed three times a year. You will be invited into school for a Structured Conversation every term where the PP will be discussed and evaluated. The setting of targets for the PP for your child is very much a team effort, with your views and those of your child being valued alongside the views of the class teacher and any other professionals involved.

If your child has needs which are a little more complex than those of their peers, then they will also have a High Needs Plan, which expands on the information provided in their PP.

If, at any time throughout the year, you have concerns about your child's progress, you should speak to your child's class teacher. They can then invite other professionals such as the literacy co-ordinator or the SenCo to be involved. We will always ask for your explicit permission before we invite an outside professional to come in and work with your child; our partner professionals are usually happy to have a discussion with you either in person or over the phone. Most agencies will also provide a written report following their involvement.

**Who in the school/college will support my child and how will this be monitored and evaluated?**

Your child’s progress is continually monitored by their class teacher and reviewed against the National Curriculum expectations and the expectations of our school. In Years Two and Six, all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.

We pride ourselves at Westgarth as being an inclusive school and are always seeking ways in which we can ensure that every single one of our pupils can thrive despite any difficulties they might have. In certain situations, the National Curriculum can be adapted to suit individual leaners whilst every learning environment across the school can be tailored for pupils with a special educational need or disability.

Our school works around four curriculum drivers, Resilience, Independence, Respect and Global Care. We actively strive to help pupils achieve in all of these areas and so offer pastoral and emotional support as required, as well as more traditional methods on supporting children in school.

How are the decisions made about the type and amount of provision a young person will need?

The school budget, received from Redcar and Cleveland LA, includes some money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school. The Head Teacher, Leadership Team and SenCo regularly discuss all available information in school with a regard to identifying:

· the children getting extra support already

· the children needing extra support

· the children who are not making as much progress as would be expected

Following these discussions, decisions are made regarding what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

**How will the curriculum be matched to the needs of the young person?**

All children in school receive high-quality first teaching as standard. Westgarth was an Outstanding School (in our most recent Ofsted, 2014) with smaller than average sized classes which allows for personalised learning delivered by the class teacher across the curriculum. Every class has access to ICT resources to help support their learning, as well as employing a range of quality resources, visits/visitors and teaching/learning styles to make learning varied and fun.

Sanctions and rewards are used as appropriate with children always encouraged to take on responsibility for their own learning.

**How accessible is the school/college environment?**

Westgarth is a one storey building with wide access doors and ramps. Both buildings have accessible toilets. We ensure that all equipment and extra-curricular activities are accessible to all children regardless of their needs.

**How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?**

The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used. You will be provided with three written reports every academic year, as well as being invited into school every term in order to have a conversation about your child and their progress. This is where the personalised provision for your child will be shared.

If you have further questions, the SENCO is always available to meet with you and discuss any concerns or worries you may have.

**What support will there be for the young person's well-being?**

Every class teacher is responsible for making provision for the social and emotional needs of the children in their class. We have a number of whole school initiatives such as the school council, assemblies, UNICEF Rights of the Child work etc. which we all follow in addition to our timetabled PSHE work.

Westgarth also liaises with a number of partner agencies to ensure that the social and emotional needs of our children are met. This includes School Nursing Service, local counsellors and therapy services such as The Junction, Bridgeway, The Link and CAMHS.

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

Westgarth Primary School has close links with a wide range of partner professionals who work with us to support our children. This includes the following.

In-School Expertise:

· Specialist teacher in Dyslexia – PGCE (Specific Literacy Difficulties)

· Some members of staff have Team Teach experience

· Specialist Leader of Education in Special Educational Needs

· Boxall Profile trained teacher

· Reading Recovery trained teacher

· Early Bird Plus trained teaching assistants

· Staff trained to work with children who are on the Autistic Spectrum

· ‘Dyslexia Friendly’ classrooms and staff

· Specialist teacher in social, emotional and behavioural support

Out of School Expertise:

· Educational Psychologist

· Physiotherapists

· Occupational Therapists

· Speech and Language Therapists

· Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum Disorders)

· Hearing Impaired Service & Teachers of the Deaf

· CAMHS (Children and Adolescent Mental Health Service)

· School Nursing Service

· The Junction (offering therapeutic support/Young carers support)

· The Link (offering therapeutic support)

· EVA (support for families who are affected by domestic violence)

· Attendance and Welfare service

· Social Care

· Housing and Homeless support

· Links to local specialist teachers based at Kirkleatham Hall School

· SEND Information Advice and Support (SENDIAS)

In certain situations, medicine can be dispensed in school.

If you feel that your child would benefit from access to any of the above services, please speak to your child’s class teacher.

**What training are the staff supporting children and young people with SEND had or are having?**

The SENCO in school (Mrs. Nicky Deluce) is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. The SENCO also liaises with the external services who work with us to support our children and works alongside the class teachers in planning to meet the needs of the children in each class.

Your child’s class teacher is responsible for supporting your child’s learning and keeping you informed about how they are getting on and the support they are getting. They will also write (with input from both your child and yourself) your child’s personalised provision for the year.

Westgarth’s Headteacher is Mrs. Jackie Woodhead and is responsible for the day to day management of all aspects of the school, this includes the support for children with an additional need.

All schools also have an SEN Governor, at Westgarth this is Mrs. Annette Clayton. The SEN Governor is responsible for making sure that the necessary support is made for any child with an additional need who attends the school.

All staff in school receive weekly, ongoing In-Service Training. SEN related issues are covered regularly throughout the year either by the SENCO or by outside agencies who are invited in to deliver the training. We have recently provided whole school training on issues such as ASD, Dyslexia and Behaviour Management. Individual teachers and support staff also attend training courses run by outside agencies which are relevant to the needs of specific children in their class.

Specialisms covered in school include:

· Specialist teacher in Dyslexia

· Team Teach trained staff

· SEN SLE

· Boxall Profile trained teacher

· Reading Recovery trained teacher

· Early Bird Plus trained teaching assistants

· Staff trained to work with children who are on the Autistic Spectrum

· ‘Dyslexia Friendly’ classrooms and staff

**How will the young person be included in activities outside of the classroom including school/college trips?**

Westgarth offers a broad range of extra-curricular activities all of which are open to every child in a particular age group. We are a fully inclusive school and provide extra support if a child who needs it would like to access a particular club. Years Two, Four and Six also undertake Residential Visits.

When arranging educational visits, the arranging staff will liaise with parents of children with additional needs to ensure that their requirements are catered for on the visit. No child will be excluded from an educational visit/residential due to their special educational need (Equality Act 2012) as long as the planned visit is suitable for the child and their safety and the safety of others is not compromised.

**How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?**

We recognise that transitions between Year Groups or schools can be difficult for a child with SEN and we take steps to ensure that any transition is a smooth as possible.

If your child is moving to another school we contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We also make sure that all records about your child are passed on as soon as possible.

At Westgarth, transition between Year Groups takes place in July for all children, which means that they can go off for their summer break already happy and settled into their new class. During this transition period, information is passed between teachers and a transition meeting takes place between all staff involved with each child. The current PP will be shared with the new teacher who will invite you into school in the Autumn term in order to review it with you.

If your child needs special arrangements to move on, such as pre-visits, a ‘Moving On’ book etc. then those will be provided.

Children leaving us at the end of Year 6 will follow the transition program of their chosen secondary school, usually visiting their new school on several occasions and also receiving visits from the new school staff at Westgarth. Westgarth staff will also meet with their secondary colleagues in order to pass on all information about your child whilst relevant written records are also handed over.

**How are the school/college's resources allocated and matched to the young person's special educational needs?**

Resources in school are matched to the needs of the children by the staff who work closely with them. Tools such as Provision Maps and Redcar and Cleveland’s SEND Ranges Guidance Document for Education Establishments are used to ensure that the correct support is received by the children in our care.

**Key points of contact**

If you have any concerns about your child, please talk to their class teacher in the first instance. They can then involve other professionals in school such as the Headteacher, Literacy or Numeracy Co-ordinator or SENCO as appropriate.

The Head Teacher at Westgarth is Mrs. Jackie Woodhead, Mrs. Nicky Deluce is the SENCO, whilst the SEN Governor is Mrs. Annette Clayton.

Please also feel free to phone the school office or email with any comments or concerns. Our contact details are as follows:

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Marske-by-the-Sea

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