

ANNUAL REVIEW - SEPTEMBER 2016

SEND Information Report 2016/17

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Westfield Primary School
School website address:	www.westfieldprimaryschool.com
Type of school:	Primary School
Description of school:	Mixed gender, mixed ability pupils in the mainstream primary with a specialised base for Hearing Impaired children. Age range 4 – 11 years.
Does our school have resource base? Yes or No	Yes a Hearing Impaired Resource Base.
If Yes please provide a brief description.	A specifically designed base in school with hessian backed walls, lowered ceilings, double glazing, disabled toilet for pupils, height adaptable furniture, hearing induction loop, FM hearing system and a language room. Staff trained in British Sign Language, language development and hearing support techniques.

Number on roll:	160		
% of children at the school with SEND:	41%		
Date of last Ofsted:	October 2012 – Good with Outstanding elements.		
Awards that the school holds:	Inclusion Quality Mark Flagship Award, Eco Schools Gold, Healthy Eating, Forest School Accreditation, Arts Council Gold, Tasty Tuck award, Your Voice Counts accreditation.		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Westfield has access via external ramps and a passenger lift. We have disabled adult and children's toilets and a hoist and Sensory Room. We also have a Hearing Impaired Base adapted for children with profound hearing loss and all staff and children use British Sign Language throughout school.		
Expertise and training of school based staff about SEND. (CPD details)	<ul style="list-style-type: none"> • One teacher is trained in Every Child a Reader support. • Eight teaching assistants are trained in SRP reading intervention. • Four teaching assistants are trained in the delivery of maths intervention and Every Child a Counter maths techniques. • All staff are trained in Team Teach and the Language of Choice techniques. • One teacher has had training on Education Health Care Plans. • Two Teaching Assistants are trained in the Seasons for Growth (significant loss) program. • Three staff have Social Stories and understanding autism training. • Six staff have British Sign Language Level 1, two have Level 3 and one Level 6. • Two staff are Elklan language trained. • We have two trained Family Support Workers – one a teacher and the other a teaching assistant who work with currently thirty pupils and their families. • One teaching assistant has qualifications in Social, Emotional and Behavioural issues and supports pupils with those needs through nurturing and other interventions. • All staff have had defibrillator training, First Aid training and how to administer medication training. • All staff have received training on asthma, diabetes and anaphylaxis. 		
Documentation available:	Are the following documents available on the schools website?	SEND policy	Yes
	If yes please insert the link to the documents page.	Safeguarding Policy	Yes
		Behaviour Policy	Yes

		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:

<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • When pupils have identified SEND before they start at Westfield, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting and how to support them. • We have a referral system in school where staff, parents or the child can notify us of a learning need. • We hold regular meetings with other agencies to ensure provision is effective and that it is helping the pupil to progress. There are regular ongoing assessments and meetings to review progress. • If you tell us you think your child has SEND we will discuss this with you and investigate through observation of the child, examining class and homework and talking to the child. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school ourselves and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are pupil and family centred so you will be involved in all decision making about your child's support. • When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write bespoke education, health and/or behaviour plans with pupils and parents. We use homework to repeat and practise activities that are new and present an achievable challenge.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise &</p>	<p>We buy in a child and adult Counsellor who works with families.</p>

<p>how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We buy in a Speech and Language Therapist who provides support to pupils and advice to parents and staff.</p> <p>We buy in two Educational Psychologists to assess pupils and offer advice to families and staff.</p> <p>We work very closely with other agencies through the CAfs, CIN and CP cases that we have. The organisations/individuals include:</p> <ul style="list-style-type: none"> • Social Care • Addaction • Continenence Service • Feeder nurseries • Receiving secondary schools • School Nurse • Opticians and dental specialists • Halton Housing • Young Carers • Substance Misuse professionals for adults • Police • Fire service • CAMHS • Occupational and physiotherapists • Autism support specialist • Halton holiday playscheme staff • Hearing Impaired and Visual Impaired support specialists in Halton • Halton SEN Service • Halton Haven • Child Bereavement UK specialists
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Pupils with specific needs have medical, educational or learning care plans developed in collaboration with the pupil, their parent(s) and any other relevant professionals. All plans state the needs of the pupil and targets and how we will meet them in partnership.</p> <p>We have regular meetings and reviews with families and specialists to ensure pupils are meeting their targets and receiving the best support.</p> <p>Access is provided in ways too many to mention in detail, however generally they may include:</p> <ul style="list-style-type: none"> • Specialist equipment to support the curriculum

	<ul style="list-style-type: none"> • Individual work spaces • Access to ICT resources such as Ipad, laptop, visualiser and a wide range of computer programs • Prompt and reminder cards for organisation • Symbols and visual prompts • enthusiastic, supportive and well trained staff • adaptations to reading material and banded books • specific writing equipment • adjustable desks, disabled toilets, adapted or enhanced classroom • phasing in or adjustments to the timings of the day • assigning a 'buddy' or a mentor • withdrawal for one to one or group work • specific targeted tasks over a period of time • reduced or increased homework or class tasks • boosting in small groups • dual registration • home visits • multi-sensory teaching and use of the Sensory Room • EAL support through learning materials and staff • support from specialists who work with pupils in school <p>We have lots of facilities on a large site.</p>
<p>What strategies/programmes/ resources are available to support speech & language and communication including social skills?</p>	<p>We have support from external specialist therapists, teachers and outreach support staff. We use Elklan, a variety of phonics strategies, dyslexia strategies, computer programs, group and one to one teaching. Due to having the Hearing Impaired Base we have staff specifically trained in speech and language support and access to support materials. We also have the specifically designed room to teach in, which keeps out unnecessary sound or distraction when listening to staff or participating in sound work. Our familiarity with BSL also enables us to sign words to pupils to increase understanding.</p> <p>We have staff trained in how to work with autistic traits and some staff who have autistic children and grand-children themselves so we have a wide range of skill and experience. We have links with specialist provisions for autism who provide outreach staff to observe, meet with families and make recommendations about best</p>

	<p>practice.</p> <p>We run nurture groups, health and safety sessions (with an external specialist from Halton) on personal, internet, road and community safety and counselling for pupils who need assistance with social, emotional and interaction issues.</p> <p>The above services also tie in with the family support service that we offer and access to Social Care.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>We have small group support in every class for guided reading and writing to enable us to monitor individual targets and see what needs to be done to support pupils.</p> <p>We have a teacher trained in Every Child a Reader strategies and also our teaching assistants deliver a Successful Reading Program (SRP) to pupils requiring extra support.</p> <p>We have Individual daily reading with/to the teaching assistant and/or teacher. We also use Peer Reading strategies and invite authors into school .</p> <p>We use a variety of reading schemes for ‘struggling’ readers and books are ‘banded’ according to difficulty.</p> <p>We use withdrawal of pupils into target groups for intervention programmes aimed at developing reading and writing skills.</p> <p>We use ‘Bug Club’ and ‘Education City’ online to enhance pupil reading skills.</p>
<p>Strategies to support the development of numeracy.</p>	<p>All staff use Every Child a Counter techniques and this is delivered to pupils requiring a boost.</p> <p>Small group support in class through guided teaching is used and specific targets are set.</p> <p>All staff have attended training for the new curriculum in maths and deliver across school.</p> <p>We use withdrawal in a small group for ‘catch up’ maths activities using specific programmes such as Numicon.</p> <p>Teaching assistants deliver small group or one to one support to pupils in areas that they find more</p>

	<p>challenging.</p> <p>We run one to one tuition at the end of the school day and during holidays for anxious mathematicians and those who are more able.</p> <p>We use a variety of specialist maths resources online for reinforcement.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>We devise plans and targets in collaboration with families to meet pupil needs.</p> <p>We aim to provide a personalised and differentiated curriculum through careful planning and use of specific resources.</p> <p>We have small group support in class from both teaching assistants and the teacher. We also offer one to one support in the classroom from a teaching assistant to facilitate access through support or modified resources.</p> <p>Specialist equipment is used where necessary.</p> <p>We use individual, year group and school provision mapping.</p> <p>Strategies are put into place as suggested by professionals/specialist services/outreach organisations.</p>
<p>How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/ carers).</p> <p>What we do when provision or interventions need to be extended or increased.</p>	<p>We track and assess pupils by:</p> <ul style="list-style-type: none"> • Observation in class • Termly testing • Target setting • Bespoke education, behaviour and health plans • Setting targets and reviewing them • Individual provision mapping • Using CAF, CIN and CP support • External professionals undertaking assessment <p>When provision or interventions have been implemented for a half term we assess what impact they are having and whether they need to be changed, extended or increased. We hold regular review of targets and progress with the child and parents.</p>
<p>Strategies/support to develop independent learning.</p>	<p>This is done through:</p> <ul style="list-style-type: none"> • Use of individual timetables and checklists • Individual success criteria and targets

	<ul style="list-style-type: none"> • Social stories and cartoon sequences • Setting tasks and assessing the outcomes • Visual prompts • ‘PSHCE’ and personal development targets
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • We have staff supervision before and after school and at breaktime and lunchtime shared by teachers, teaching assistants, Middays and sports coaches. • Some pupils have one to one adult support • Staff organise Forest School and sporting activities for pupils at lunchtime • We operate a Playtime Buddy system for pupils requiring support. • Pupils with personal care needs are supported by teaching assistants whenever required
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer Breakfast Club from 07.30 and After School Provision until 18.00. • We offer a range of lunchtime and after school activity/sports clubs for pupils of different ages. • The school is open in the Easter and Summer holidays for a holiday club which is used by both children who have impairment and those who do not.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<p>We support pupils in the following ways:</p> <ul style="list-style-type: none"> • Administration of medication when required • Personal care support – toileting, hand-washing • Adapted school equipment – headphones, enlarged copies of text, different coloured overlays, slanted work stations. • Praise and encouragement • Visiting places with the pupil before the event to enable familiarity and risk assessing the location and activities. • Assistance with eating. • Use of buggies/wheel chairs to enable movement. • One to one or small group support. • British Sign Language support.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>We use:</p> <ul style="list-style-type: none"> • Restorative Justice. • Anti-bullying Week activities each year. • Anti-bullying sessions with Widnes Vikings and theatre groups.

	<ul style="list-style-type: none"> • Planned support from teaching assistants in Seasons for Growth and nurture groups • Peer mentoring. • Parental contact daily through home-school books and meeting and greeting at the beginning and end of the day. • Safety training around roads, the internet and water in small groups. • Referral to CAMHS. • School based counselling. • Identified Teaching Assistants to support named pupils.
<p>What strategies can be put in place to support behaviour management?</p>	<p>School uses the following strategies:</p> <ul style="list-style-type: none"> • Use of the Westfield School’s behaviour policy • Individual Behaviour Plans are in place for specific pupils in school. • We develop and enhance social skills through one to one support, SEAL throughout school and nurture groups using social skills programs. We also allow children part-timetabling, bespoke multi-sensory support and we liaise intensively with families and outside agencies. • We keep daily behaviour records, email and meet with parents, hold regular development meetings and reviews and support transition to special schools and high schools. • Pupils receive ‘Time-Out’ support when they need de-escalation through a means of their choosing. We use the ‘Language of Choice’ and all staff have Team Teach qualifications. • We operative a number of whole school reward Systems which all children access but we also provide bespoke reward systems for children with specific requirements. • We receive support and intervention from an outreach behaviour specialist. • We appreciate that unstructured times of the day can be a challenge for some pupils so we put strategies in place e.g. an alternative location for break times, breaks held at different times to other pupils, small group activities and Forest School tasks. • We usually identify a Key Worker for the pupil to report to. The Worker monitors the pupil and provides support where necessary.

<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Home visits are offered to new pupils and those beginning EYFS. The SENDCo, specialist BSL TAs and Family Support Worker accompany pupils to events at their receiving high school and will also accompany parents when visiting high schools when making their initial choices to offer support. • Pupils are taken to high schools and other specialist provisions (when parents are unable to do so) to meet staff and have extra induction prior to starting their new school. Staff tend to stay during the day with pupils so that they have a ‘familiar’ adult with them. • We hold regular meetings with parents. • We are happy to do Home visits and visits to feeder nurseries and pre-schools to observe pupils, collect documentation and organise transition. • Transition plans for individual children are written in consultation with the current or receiving school and parents. • Risk Assessments for medical issues and physical access needs are completed. • We work closely with Halton Parent Partnership. • Social stories and visual prompts for pupils • We work through the PSHCE SEAL program on managing and preparing for change. • We have long established links with secondary schools and organise visits to events at the schools to increase pupil familiarity. • We hold meetings with high school staff to pass on information to assist with smooth transition.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Westfield has good links with a number of specialist agencies and they provide assessment, planning, interventions and the delivery of interventions. They train staff yearly in medical strategies and techniques. They also provide or suggest specific resources to enable pupils to access education fully.</p> <p>The agencies include:</p> <ul style="list-style-type: none"> • Physiotherapy and occupational therapy • Hearing and visual impairment support • Halton School Nursing Team • Weight and vision testing nurses • Halton Continence Team • Halton specialist diabetic, epileptic and allergy nurses

	Westfield also buys in a Speech and Language therapist.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • At Westfield the views of pupils and their families are very important to us and we employ two Family Support Workers to work closely with families who require additional support. • The school works closely with Halton Social Care and will support families through CAFs, Child In Need and Child Protection. • Each pupil has an identified Key Worker who they meet with and know to go to if they require support or advice. The Key Worker can be a teaching or non-teaching staff member and will also link with parents and outside agencies. • The school has links with a number of youth organisations including Halton Speak Out and Young Carers. • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy, Healthy Eating and Family dance and movement. We work in conjunction with Halton Family Learning team to deliver these. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • Parents are invited into school to many different events including assemblies, open afternoons, parent consultations, concerts and lesson sampling.
How additional funding for SEND is used within the school with individual pupils.	<p>Westfield receives funding for all pupils including those with Special Educational Needs and Disabilities and school meets pupil's needs through this (including additional support and equipment). Halton Local Authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.</p> <ul style="list-style-type: none"> • We ensure Provision Mapping is completed for all pupils to show how funding is spent, staff who are running interventions, impact and evaluations. • If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there may be additional funding allocated after the school has applied for Enhanced funding or an Education Health Care Plan.
Arrangements for supporting pupils who are looked after by	We have a designated Child in Care Lead who attends training, meetings, PEPs and reviews for pupils. The

<p>the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>designated person also completes the relevant paperwork and liaises with other agencies involved with the pupil. We link closely with carers to support pupils fully.</p> <p>For both Children in Care and those who are entitled to Pupil Premium we spend funding on specific interventions on a one to one and/or small group basis, extra-curricular visits, residentials, membership of clubs and organisations, additional tuition before and after school, computers and software and extra support staff.</p>	
<p>SENDCO name/contact</p>	<p>Mr. K. Dawes</p>	
<p>Headteacher name/contact</p>	<p>Mrs. C. Dawes</p>	
<p>Completed by: Mr. K. Dawes and Mrs. C. Dawes</p>		<p>Date: 8th September 2016</p>

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.