

## **SEND Information Report 2023-2024**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need (Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	Westfield Primary School
School website address:	www.westfieldprimaryschool.com
Type of school:	Primary School
Description of school:	Mainstream primary school with single form entry. Four classes with a mixed age EYFS/Y1 class, mixed Y2/3, mixed 4/5 and single-age group of Year 6.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	108
% of children at the school with SEND:	19.4%
Date of last Ofsted:	May 2023
Awards that the school holds:	Forest School Accreditation Graduate of DfE Behaviour Hub 2023 School Games Gold Award Healthy Schools
Accessibility information about the school:	Westfield has access via external ramps and a passenger lift. We have disabled adult and children's toilets and a Sensory Room. We also have fire evacuation chairs and 3 trained staff. A member of staff is qualified to Level 6 in British Sign language.
Please provide a web link to your school's Accessibility Strategy	<a href="https://www.westfieldprimaryschool.com/serve_file/747580">https://www.westfieldprimaryschool.com/serve_file/747580</a>
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> <li>● NASENCo qualification for school SENDCo July 2023</li> <li>● All staff have received training from a qualified Emotion Coaching coach on 16/5/23</li> <li>● Whole staff Team Teach training 27/2/23</li> <li>● Training on writing support plans for children with SEMH as a primary need delivered to teachers by Educational Psychologist and SENDCo from Behaviour Hub partner school</li> <li>● Headteacher holds the Senior Mental Health Lead qualification 4/10/22</li> </ul>

	<ul style="list-style-type: none"> <li>● Whole school half day INSET on Quality First Teaching for children with Cognition and Learning Difficulties delivered by LA 1<sup>st</sup> September 2022</li> <li>● Whole school Autism Awareness Training 15<sup>th</sup> June 2022</li> <li>● ELSA training completed by KS2 Teaching Assistant in July 2021</li> <li>● Whole school training on 'Writing Effective Support Plans', 'Provision Maps' and 'The Graduated Approach' delivered by SENCo, using LA resources</li> <li>● All KS1 teachers, Headteacher and Teaching Assistants are trained in Read Write Inc. in addition to extra training completed by TAs on delivering 1:1 tutoring and Fast Track tutoring phonics programmes</li> <li>● We have a member of staff who supports families over the phone one day per week. She is a trained counsellor.</li> <li>● A number of staff have had defibrillator training in addition to First Aid training</li> </ul>		
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	SEND Policy	<a href="https://www.westfieldprimaryschool.com/serve_file/7155682">https://www.westfieldprimaryschool.com/serve_file/7155682</a>
		Safeguarding Policy	<a href="https://www.westfieldprimaryschool.com/serve_file/9134954">https://www.westfieldprimaryschool.com/serve_file/9134954</a>
		Behaviour Policy	<a href="https://www.westfieldprimaryschool.com/serve_file/16946582">https://www.westfieldprimaryschool.com/serve_file/16946582</a>
		Equality and Diversity	<a href="https://www.westfieldprimaryschool.com/serve_file/9254137">https://www.westfieldprimaryschool.com/serve_file/9254137</a>
		Pupil Premium Information	<a href="https://www.westfieldprimaryschool.com/page/pupil-premium/50619">https://www.westfieldprimaryschool.com/page/pupil-premium/50619</a>
		Complaints procedure	<a href="https://www.westfieldprimaryschool.com/serve_file/7051571">https://www.westfieldprimaryschool.com/serve_file/7051571</a>

<b>Range of Provision and inclusion information:</b>	
<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"> <li>● 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. This may include transition meetings with feeder pre-schools or primary schools for transfer and sometimes visiting the pupil in that setting</li> <li>● We have a referral system in school where staff, parents or the child can notify us of concerns about their child's needs or development</li> <li>● 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.</li> <li>● If you tell us that you think your child has SEND we will discuss this with you and investigate through observation of the child, examining class</li> </ul>

	<p>work 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.</p> <ul style="list-style-type: none"> <li>● If your child does not appear to be making the same level of progress as other children of their age we will undertake assessment in school ourselves and, by using other professionals, identify possible barriers to their learning. Parents and carers will be involved at all stages.</li> </ul>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>As a school, we access support from the Local Authority to support and gain advice for our pupils with SEND. To access support from these agencies, a referral would be made in agreement with the SENCo and parents. Referrals can be made to the following services:</p> <ul style="list-style-type: none"> <li>● Local Authority Specialist Teachers Support Service</li> <li>● Woodview Child Development Centre</li> <li>● Speech and language Therapy</li> <li>● School Health</li> <li>● Educational Psychologists</li> <li>● CAMHS</li> <li>● Schools Mental Health Support Teams (MHST)</li> </ul> <p>In addition to individual referrals, Group Consultations between school SENCos and Educational Psychologists also take place every half term to seek advice on how best to support individual pupils.</p> <p>We work very closely with the following other agencies for support and advice for children with additional needs at our school:</p> <ul style="list-style-type: none"> <li>● Social Care and Early Help Team</li> <li>● Listening Ear</li> <li>● Continence Service</li> <li>● Feeder nurseries</li> <li>● Receiving secondary schools</li> <li>● School Nurse</li> <li>● Halton Housing</li> <li>● Young Carers</li> <li>● Police</li> <li>● Fire service</li> <li>● Occupational and physiotherapists</li> </ul>
<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</p>

	<p>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 many ways, including:</p> <ul style="list-style-type: none"> <li>● A nurturing school environment with trained ELSA and ELSA room to support children’s emotional and social development and mental health</li> <li>● Specialist equipment to support the curriculum such as specialist seats, table slopes and cushions</li> <li>● Individual work stations with less distraction and noise</li> <li>● Ear Defenders freely available</li> <li>● Access to ICT resources such as iPads and Chromebooks – use of programs to support recording such as SeeSaw</li> <li>● Prompt and reminder cards for organisation</li> <li>● Symbols and visual prompts</li> <li>● Visual timetables in every classroom and Now and Next for individual pupils</li> <li>● enthusiastic, supportive and well-trained staff</li> <li>● adaptations to reading material and banded books</li> <li>● phasing in or adjustments to the timings of the day</li> <li>● specific interventions both within and outside of the classroom</li> <li>● specific targeted tasks over a period of time</li> <li>● boosting in small groups</li> <li>● dual registration and placements with other specialist schools</li> <li>● home visits</li> <li>● multi-sensory teaching and use of the Sensory Room</li> <li>● Quiet, calm areas for calm down time, weighted blankets, ear defenders</li> <li>● support from specialists who work with pupils in school</li> <li>● Staff with accredited Autism Awareness training</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <li>● Multi-sensory teaching and use of the Sensory Room</li> <li>● Quiet, calm areas for calm down time, weighted blankets, ear defenders</li> <li>● Prompt and reminder cards for organisation</li> </ul>

	<ul style="list-style-type: none"> <li>● Symbols and visual prompts</li> <li>● Emotion coaching with visual supports to develop understanding of own and others' emotions</li> <li>● Use of Comic Strip cartoons to support understanding of difficult social situations</li> <li>● Lego Club to support social interaction</li> <li>● Visual timetables in every classroom and Now and Next for individual pupils</li> <li>● Staff with accredited Autism Awareness training</li> </ul>
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> <li>● We use the WellComm toolkit in Reception as a screening tool and an intervention to support Communication and Language</li> <li>● Primary WellComm toolkit to identify needs in Year groups 1-6 recently acquired</li> <li>● Referral to Speech and Language therapy when needed and interventions put into place in school by trained support staff to deliver support for targets on care plans</li> </ul>
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <li>● We use Read Write Inc. for our phonics teaching</li> <li>● We deliver group Read Write Inc group interventions in Years 5 and 6 called 'Fresh Start' to support reading comprehension and fluency</li> <li>● We deliver 1:1 tutoring for pupils daily to support them to 'keep up' with their peers</li> <li>● Precision Teaching approaches on a 1:1 basis for short bursts of intervention</li> <li>● Literacy support for groups within the lesson and additional teacher time</li> </ul>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <li>● Use of concrete, practical resources taught throughout school and freely available to pupils</li> <li>● Precision Intervention</li> <li>● Mastering Number fluency teaching EYFS to Y2 and as an intervention in Key Stage 2</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>● Targeted TA support in each classroom to support with oral scaffolding or additional instruction</li> <li>● Multi-sensory teaching approaches</li> <li>● Non-white presentation backgrounds and print outs</li> <li>● Differentiation of work within the classroom to vary the level of written scaffolding</li> <li>● Consolidation of whole class instruction for pupils who need it</li> <li>● Alternative methods of recording such as iPads and Chromebooks – use of programs to support recording such as SeeSaw</li> </ul>

	<ul style="list-style-type: none"> <li>● Pre-teaching of key information when possible</li> </ul>
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> <li>● Termly target-setting using individualised support plans</li> <li>● Termly reviews and target setting with parents and carers</li> <li>● Adapted support plans throughout the term to meet the needs of the pupils</li> <li>● Baseline assessments before an intervention starts (BOXALL, ELSA referrals, RWi assessments, key words/number facts)</li> <li>● Assessments repeated at end of intervention to celebrate progress</li> <li>● B-Squared assessment tool to target small steps to success</li> </ul>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>● Differentiated work by outcome or level of scaffolding</li> <li>● Use of alternative recording methods such as SeeSaw or mind maps</li> <li>● Now and Next and visual reminders to support children in completing a task</li> <li>● Clear success criteria</li> <li>● Children are encouraged to be independent through our behaviour system and 'I am independent' is one of our key statements</li> <li>● Children are taught the skills to be independent rather than just how to do the work</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>● All children with additional requirements involving personal care have a health care plan which may include access to a one to one adult who is responsible for these duties</li> <li>● We have access to disabled changing and toilet facilities</li> <li>● Children requiring 1:1 supervision at lunchtimes or other unstructured activity times have a 1:1 designated adult with them</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>● We ensure that the before school provision is accessible to all pupils in our Breakfast Club from 7.30-8.39</li> <li>● We actively encourage all of our pupils with SEND to attend our out-of-school activities, ensuring that individual risk assessments are provided where necessary - there are several after-school clubs run throughout the year</li> </ul>
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?	<ul style="list-style-type: none"> <li>● We actively encourage all of our pupils with SEND to attend our out-of-school activities, ensuring that individual risk assessments are provided where necessary</li> </ul>

	<ul style="list-style-type: none"> <li>● School staff will complete an initial visit, with parents, if required to ensure that all possible risks for pupils with SEND are accounted for</li> <li>● We will provide 1:1 adults for pupils where needed or invite parents to accompany their child to ensure access</li> </ul>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> <li>● Regulation stations and calm areas around school with access to weighted blankets, sensory toys, mindful colouring</li> <li>● ‘Time to Talk’ sessions available with key staff for any pupil</li> <li>● Worry monsters in every classroom</li> <li>● School Council</li> <li>● Well-Being and Mental Health Assemblies</li> <li>● Jigsaw PSHE scheme</li> <li>● A nurturing classroom environment</li> <li>● ELSA support as an intervention to support SEMH needs including self esteem and confidence</li> <li>● Staff trained in supporting mental health in children</li> <li>● Referral to MHST</li> <li>● Mind of My Own app to record wishes and feelings</li> </ul>
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> <li>● Good to be Green behaviour management system in school, promoting positive behaviour</li> <li>● Individualised behaviour management plans for pupils where needed</li> <li>● Regulation stations and calm areas around school with access to weighted blankets, sensory toys, mindful colouring</li> <li>● Positive rewards for pupil of the week and kindness</li> <li>● Staff trained in Team Teach</li> <li>● Consultation available with Educational Psychologists</li> <li>● Staff working with Behaviour Flagship school</li> </ul>
<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"> <li>● Transition meetings with feeder pre-schools or primary schools for transfer and sometimes visiting the pupil in that setting</li> <li>● Parent open evenings</li> <li>● 1:1 parent meetings with families of children to discuss likes, dislikes and any additional support that might be needed</li> <li>● Transition sessions for pupils to visit school in the Summer term before children start school in September</li> </ul>

	<ul style="list-style-type: none"> <li>● Transition meetings with secondary schools key staff: year group lead and SENCo</li> <li>● Support plans and SEND information passed electronically and securely to receiving school</li> <li>● Bespoke transition sessions for pupils who need extra support</li> <li>● Transition support workshops from school ELSA or mental health team</li> <li>● Additional transition sessions at receiving high school can be arranged on an individual basis</li> </ul>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>● In partnership with Woodview Clinic's Paediatric Physiotherapy and Occupational Therapy departments, exercises will be set by professionals and included in a child's school support plan</li> <li>● Time will be allocated within the school day for an adult to complete or set up activities for a children to complete</li> <li>● Communication between school and the OT/PT department is via phone or email with the specified therapists</li> <li>● If school or parents have concerns that a child may need support from either of these departments, a referral will be made by the school SENCo</li> </ul>
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"> <li>● Termly meetings with parents to discuss SEND in addition to their class parents' evening</li> <li>● SENCo available for after-school meetings or phone calls/emails each week</li> <li>● Open evening/workshops held for parent information</li> <li>● Signposting to relevant agencies such as SENDIAS or Advanced Solutions</li> <li>● Open days throughout the school year for parents to come into class and be involved in their child's learning</li> <li>● Parent Voice questionnaires sent out or used during parents' evenings</li> <li>● Coffee Mornings open to all parents</li> </ul>
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> <li>● Notional SEND funding is used predominantly on funding Teaching Assistants in each class to support our pupils</li> <li>● If a child needs specific additional equipment such as a specialist chair, cushion, overlays, writing slopes etc, then this will also be purchased from our SEND funding</li> </ul>
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> <li>● Designated Looked After Children Lead (Headteacher) who receives regular training</li> </ul>



	<ul style="list-style-type: none"> <li>● Access to all available excursions and clubs through school funding if needed</li> <li>● Access to specific LA support</li> <li>● Small group and individualised tutoring where needed</li> </ul>
<b>SENCO name/contact:</b> Christine Havard 01928 572 343	
<b>Headteacher name/contact:</b> Sandra Pope 01928 572 343	
<b>ANNUAL REVIEW 2023-2024</b> <b>Completed by:</b> <u>Christine Havard</u> <span style="float: right;"><b>Date: October 2023</b></span>	