

NEW SEND Information Report 2024-2025

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 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	Westfield Primary School
School website address:	www.westfieldprimaryschool.com
Type of school:	Mainstream Primary School
Description of school:	Small primary school with 4 mainstream classes and 2 resource base classes
Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	We have an 8 place KS1 (Years 1 and 2) Speech and Language Resource Base and an 8 place Key Stage 2 Years 3-6) Speech and Language Resource Base
Number on roll:	110
% of children at the school with SEND:	27%
Date of last Ofsted:	May 2023
Awards that the school holds:	Artsmark Silver School Games Gold Behaviour Hubs Graduate
Accessibility information about the school:	4 accessible toilets (1 on 1st floor, 1 in each Resource Base, 1 in mental health room) Lift available Accessible ramp access to entrance and Resource Bases Total Communication approach to language including use of Widget symbols Fluorescent markings on stairs 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	https://www.westfieldprimaryschool.com/serve_file/747580
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"> ● NASENCo qualification for school SENDCo July 2024 ● Full Day Sensory Processing Training by Shine Therapy for both Resource Base teachers (2024) ● All Teaching Assistants have received Twilight training on sensory processing (2024) ● KS1 Resource Base staff are trained in Early Years Good Autism Practice (2024) ● Blanks Levels training for KS2 Resource Base Staff (2024) ● All staff have received training from a qualified Emotion Coaching coach 16/5/23

	<ul style="list-style-type: none"> ● Whole staff Team Teach training 27/2/23 ● 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 ● Headteacher holds the Senior Mental Health Lead qualification 4/10/22 ● Whole school half day INSET on Quality First Teaching for children with Cognition and Learning Difficulties delivered by LA 1st September 2022 ● Whole school Autism Awareness Training 15th June 2022 ● ELSA training completed by KS2 Teaching Assistant in July 2021 ● Whole school training on 'Writing Effective Support Plans', 'Provision Maps' and 'The Graduated Approach' delivered by SENCo, using LA resources ● 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 ● We have a member of staff who supports families over the phone one day per week. She is a trained counsellor.
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School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	https://www.westfieldprimaryschool.com/serve_file/7155682
Safeguarding Policy	https://www.westfieldprimaryschool.com/serve_file/9134954
Behaviour Policy	https://www.westfieldprimaryschool.com/serve_file/29929392
Equality and Diversity	https://www.westfieldprimaryschool.com/serve_file/9254137
Pupil Premium Information	https://www.westfieldprimaryschool.com/page/pupil-premium/50619
School Complaints Policy/Procedure NEW REQUIREMENT Policy must specify <i>'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'</i> .	https://www.westfieldprimaryschool.com/serve_file/27730811

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. This may include transition meetings with feeder pre-schools or primary schools for transfer and sometimes visiting the pupil in that setting ● 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. This will also be recorded on CPOMs - our secure recording system. ● 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 that you think your child has SEND we will discuss this with you and investigate through observation of the child, discussion with class teacher, looking at assessment scores 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 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.
<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.</p> <p>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"> ● Local Authority Specialist Teachers Advisory Service ● Visual Processing Clinic ● Woodview Child Development Centre ● Speech and language Therapy ● School Health ● Educational Psychologists ● CAMHS ● Schools Mental Health Support Teams (MHST)

Range of Provision and inclusion information:	
	<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"> ● Social Care and Early Help Team ● Listening Ear ● Continence Service ● Feeder nurseries ● Receiving secondary schools ● School Nurse ● Halton Housing ● Young Carers ● Police ● Fire service ● Occupational and physiotherapists
<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, their targets and what support will need to be in place.</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 to the curriculum is provided in many ways, including:</p> <ul style="list-style-type: none"> ● A nurturing school environment with trained ELSA and ELSA room to support children's emotional and social development and mental health ● Specialist equipment to support the curriculum such as specialist seats, table slopes and cushions ● Individual work stations with less distraction and noise where needed ● Ear Defenders available ● Access to ICT resources such as iPads and Chromebooks – use of programs to support recording such as SeeSaw ● Prompt and reminder cards for organisation ● Symbols and visual prompts ● Visual timetables in every classroom and Now and Next for individual pupils

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> ● phasing in or adjustments to the timings of the day where needed and agreed with the local authority ● specific interventions both within and outside of the classroom ● multi-sensory teaching and use of the Sensory Room ● Forest Schools sessions for all children ● Every classroom has a calm area
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> ● Multi-sensory teaching and use of the Sensory Room ● Quiet, calm areas for calm down time, weighted blankets, ear defenders ● Symbols and visual prompts using Widget programme ● Use of Comic Strip cartoons to support understanding of difficult social situations ● Lego Club to support social interaction ● Visual timetables in every classroom and Now and Next for individual pupils ● Staff with accredited Autism Awareness and sensory-processing training ● Speech and Language Resource Bases ● Access to AAC for communication (Makaton, communication boards in Resource Bases) ● Access to sensory circuits ● Ear Defenders
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> ● WellComm Early Years toolkit for assessment and intervention ● WellComm Primary toolkit for assessment and intervention ● Talk Boost intervention for Year 1 and EYFS ● Speech and Language Resource Base supported by Communicate Speech and Language Therapists and Specialist Teaching and Advisory Service ● Widget to support learning ● Communication boards
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> ● We use Read Write Inc. for our phonics teaching ● We deliver group Read Write Inc group interventions in Years 5 and 6 called 'Fresh Start' to support reading comprehension and fluency ● We deliver 1:1 tutoring for pupils daily to support them to 'keep up' with their peers ● Pathways to Progress intervention to support writing ● Dyslexia-friendly strategies for teaching

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Strategies to support the development of numeracy.	<ul style="list-style-type: none"> ● Use of concrete, practical resources taught throughout school and freely available to pupils ● Precision Intervention ● Mastering Number fluency teaching EYFS to Y5 and as an intervention in Key Stage 2
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> ● Targeted TA support where possible to support with oral scaffolding or additional instruction ● Multi-sensory teaching approaches ● Scaffolding of pupils' work to support their needs ● Alternative methods of recording such as iPads and Chromebooks – use of programs to support recording such as SeeSaw ● Support of some pupils through access to resource bases where practicable ● Widget to support memory and understanding
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"> ● Termly target-setting using individualised support plans ● Termly reviews and target setting with parents and carers ● One page profile completed with pupils annually ● Baseline assessments before an intervention starts (B-Squared, ELSA referrals, RWi assessments, key words/number facts) ● B-Squared assessment used for pupils who are not able to access the curriculum at their own age group
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> ● Adapted work to ensure that pupils can achieve outcomes ● Use of alternative recording methods such as SeeSaw or mind maps ● Now and Next and visual reminders to support children in completing a task ● Children are encouraged to be independent through our behaviour system and 'I am independent' is one of our key statements ● Children are taught the skills to be independent rather than just how to do the work
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> ● We have large accessible toilets available and also a changing plinth so facilitate changing children when needed ● Children requiring 1:1 supervision at lunchtimes or other unstructured activity

Range of Provision and inclusion information:	
	<p>times have a 1:1 designated adult with them</p> <ul style="list-style-type: none"> ● We have a lunchtime 'Quiet Club' accessible to all children in KS2 ● Children in the KS1 base are supported in their own outdoor area at lunchtimes by 2 adults and are supported by Year 6 play leaders
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> ● We ensure that the before school provision is accessible to all pupils in our Breakfast Club from 7.30-8.30 ● 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 ● Children with EHCPs and Young Carers are also put in contact with services who provide additional clubs and activities during school holidays
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"> ● 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 ● School staff will complete an initial visit, with parents, if required to ensure that all possible risks for pupils with SEND are accounted for ● We will provide 1:1 adults for pupils where needed or invite parents to accompany their child to ensure access
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> ● Regulation stations and calm areas around school with access to weighted blankets, sensory toys, mindful colouring ● 'Time to Talk' sessions available with key staff for any pupil ● Worry monsters in every classroom ● School Council ● Well-Being and Mental Health Assemblies ● Jigsaw PSHE scheme ● A nurturing classroom environment ● ELSA support as an intervention to support SEMH needs including self esteem and confidence ● Staff trained in supporting mental health in children ● Referral to MHST ● Mind of My Own app to record wishes and feelings

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> ● Y5/6 Peer mentors for KS1 and Cedar class Resource Base
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> ● Good to be Green behaviour management system in school, promoting positive behaviour ● Individualised behaviour management plans for pupils where needed ● Regulation stations and calm areas around school with access to weighted blankets, sensory toys, mindful colouring ● Positive rewards for pupil of the week and kindness ● Staff trained in Team Teach ● Consultation available with Educational Psychologists ● School is graduate of the DfE Behaviour Hub programme
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> ● Transition meetings with feeder pre-schools or primary schools for transfer and sometimes visiting the pupil in that setting ● Parent open evenings and individual visits to school where requested ● 1:1 parent meetings with families of children to discuss likes, dislikes and any additional support that might be needed ● Transition sessions for pupils to visit school in the Summer term before children start school in September ● Transition meetings with secondary schools key staff: year group lead and SENCo ● Support plans and SEND information passed electronically and securely to receiving school ● Bespoke transition sessions for pupils who need extra support ● Transition support workshops from school ELSA or mental health team ● Additional transition sessions at receiving high school can be arranged on an individual basis ● For children with SEND transferring to Westfield, we will usually visit the child in the current setting, have a transition meeting with parents and current setting to hand over information and invite the family and child to visit us ● Transition can be completed gradually over a number of weeks where needed for children in the Resource Bases

Range of Provision and inclusion information:	
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> ● 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 ● Time will be allocated within the school day for an adult to complete or set up activities for a children to complete ● Communication between school and the OT/PT department is via phone or email with the specified therapists ● 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 ● If there is a concern about a medical need, school will communicate with existing consultants and their teams and involve school nurse where appropriate
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> ● Termly meetings with parents to discuss SEND in addition to their class parents' evening ● SENCo available for after-school meetings or phone calls/emails by arrangement with school office ● Open evening/workshops held for parent information ● Signposting to relevant agencies such as SENDIAS or Addvanced Solutions ● Open days throughout the school year for parents to come into class and be involved in their child's learning ● Parent Voice questionnaires sent out or used during parents' evenings ● Young Carers and Carers referrals where needed ● School are able to refer to iCART for additional family support and to the Disability Children's service via the EHCP process
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> ● Notional SEND funding is used predominantly to fund Teaching Assistants for sessions of specific support within the classroom ● 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
<p>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.</p>	<ul style="list-style-type: none"> ● Designated Looked After Children Lead (Headteacher) who receives regular training ● Access to all available excursions and clubs through school funding if needed

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Access to specific LA support • Attendance support from within school (specific member of staff employed one day per week) and authority EWO
SENCO name/contact: 01928 572 343/SENDco@westfieldprimaryschool.com	
Headteacher name/contact: Miss S. Pope 01928 572 343	
ANNUAL REVIEW 2024-2025 Completed by: <u>Christine Havard</u> Date: <u>October</u> 2024	