

Westcott Primary School SEND Information Report



At Westcott we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014

This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

School Information:

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Westcott Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all the above, with the exception of PMLD and MSI.

The aims of our SEND policy and practice are:

At Westcott Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities. We seek to ensure that pupils with SEN are fully included in all aspects of school life. Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

The purpose of the policy is to ensure all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with Special Educational Needs and Disabilities.

Aims:

- To provide a framework which will enable the school to meet the needs of pupils with special educational needs and disabilities (SEND).
- To recognise the importance of early identification of SEND in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child with SEND develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEND have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEND at the centre of the planning process ensure the best possible outcomes for all pupils.

Identifying pupils with and assessing their needs.

We assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all children and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social and or communication needs.

Slow progress and low attainment will not automatically mean a child is recorded as having a SEN.

Cause for concerns may be raised at any time by class teacher and/or parents. Staff will follow the SEND pathway so that children's needs are being identified and assessed. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments. Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Consultation

Arrangements for consulting with parents of children with SEND and involving them in their child's education

Westcott recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Westcott. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child, we encourage parents/carers to share this with their child's class teacher first. Class teachers will also share regularly with parents if they have any concerns.

These conversations make sure that:

- everyone develops a good understanding of the child's areas of strength and difficulty;
- take into account the parents' concerns;
- all stakeholders understand the agreed outcomes sought for the child;
- all stakeholders are clear on what the next steps are.

Parents are invited to termly SEN Reviews with the class teacher to discuss their child's progress and their APDRs/support plans. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year. Parents can also have informal consultations with the SENCo to discuss progress, concerns and to share information. Parents are also invited to attend multi-agency meetings where appropriate.

Arrangements to consult with young people with SEND and how we involve them in their education

The child/young person is involved (as appropriate) at every stage of the assess, plan, do review process: -

- At the initial assessing and planning stage, in order to support a person-centred approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support. (One Page Profile)
- Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person are made in order to gather information regards their likes, interests, dislikes and difficulties.
- Any documentation used as part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis. Children will look through their books and discuss their strengths, progress and areas of need with their teacher/key adult.
- Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

A 'person centred approach' allows for professionals, parents/carers, and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, next steps are put in place to support the child/young person.

Assessing and reviewing children's progress towards outcomes is:

How do we work with parents in doing this?

Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

- Assess
- Plan
- Do
- Review

The HCAT support plan should be used as a guide to work through this cycle.

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly.

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- the teacher's assessment and experience of the child;
- their previous progress and attainment or behaviour ;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the emotional and social needs of the child;
- the communication and interactions of the child;
- any sensory or physical needs;
- the views and experience of parents;
- the child's own views;
- advice from internal HCAT support services and external support services, if relevant.

Arrangements for supporting children and young people in moving between phases of education

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Primary-Secondary Transition

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Class teacher/support staff have often visited secondary schools with parents and children to help support with the transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Transition within the school

At Westcott Primary School, we aim to support transition between classes and key stages in the best possible way to ensure a smooth and successful transition. Pupils are given support materials, such as:

- a transition photo booklet showing photographs of their classroom and working space help remind them of their new room;
- individual meetings with their new teacher;
- Achievement Support Assistants and pupil to have additional visits to their new classroom leading up to any transitional change;
- social stories for pupils with ASD to support with any fears;
- pupils are often given the opportunity to go and take a message to their new teacher – as a way of encouraging them to enter their new room prior to any transition;
- a 'Welcome to your new class' booklet which can be read with the child both in school and at home regularly to help ease anxieties.

The school's approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of **all** the children in their class.

THE GRADUATED APPROACH:

Where a pupil is identified as having SEND, we will put special educational provision in place. This graduated approach follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Senior leaders at Westcott Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage, teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils

may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have SEND. Early identification of SEND is essential in ensuring positive outcomes for pupils.

Some of the interventions that are used:

- In class support, where the teacher or achievement support assistant may support one or more children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a small group of children.
- One to one withdrawal, where there may be a targeted support in their area of need.
- Particularly vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes
- Mental Health Check-in sessions are used to support the emotional needs of pupils with SEND
- Social skills groups and Friendship groups
- Life Skills groups – pupils learn basic essentials such as; telling the time, following a timetable, tying their shoes, making a sandwich (and other simple food), health and hygiene, toileting (if needed), making a shopping list, visiting the shops, reading a bus timetable, road safety (learning where is best to cross different roads), bike safety, gardening (growing their own produce to eat and sell), making an important phone call, ringing for help (999), learning their home address and phone number and how to keep your body safe. This is not a definitive list, we adapt the life skills lessons based on pupil need.
- For some children, it may be necessary to provide supervision during unstructured times.
- A variety of sports activities are held throughout the school year and children with special educational needs are encouraged to participate.
- Children are also actively encouraged to participate fully in all school activities. For example, school productions and school clubs.
- A variety of sporting activities that are designed specifically for children with special educational needs and disability are participated in across the school year.
- Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups and life skills groups.

Adaptations made to the curriculum and the learning environment of children and young people with SEND

Including additional support for learning and equipment and facilities to support children

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions

aloud, etc.

- At times, some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. Teacher will use use dark coloured text on a light (not white) background when suitable for teaching materials. Pupils with identified Dyslexia may also follow a daily Toe-by-Toe intervention programme.
- The curriculum is adapted for pupils, when necessary, either through support, differentiated learning challenges and adaptations to furniture (e.g. toilet blocks, handrails, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom).

We have ASA's (achievement support assistants) who are trained to deliver interventions such as: Precision Teach, Lego therapy, Toe by-Toe as well as maths, reading and writing interventions.

ASA's support pupils on a 1:1 basis when they have an EHCP (Education, Health and Care Plan), dyslexia, physical needs, physiotherapy, Speech and Language difficulties or identified social and communication needs. Some pupils work on a 1:1 basis for reading development and phonic catch up.

ASA's will support pupils in small groups when they have identified needs. Some pupils work in small groups for language intervention, handwriting, reading, maths and spelling work.

We work with the following agencies to provide support for pupils with SEN:

- Northcott Outreach Service
- Applied Psychologies
- NHS Speech and Language Therapist
- Tweendykes & Ganton Outreach Support Service (SLD and ASD support)
- IPASS

Expertise of staff

Including the expertise and training of staff to support pupils with SEN and how expertise will be secured

Staff receive regular training and support to ensure they are up to date on any changes within the school and or wider community. All HCAT School SENDCO's meet termly to discuss individual and wider Trust issues. This is a network approach to ensure continual professional development. Trust issues are highlighted and training sought to support schools.

The school designates one staff meeting per term to SEND. All staff are expected to attend and keep themselves up to date with changes and support needed for individual or groups of pupils. The SENDCO leads these meetings and is responsible to ensuring all staff are kept well informed.

Our SENDCO is Miss Penny. She is completing her National Award for SENCOs and is supported by more experienced SENDCOs within the

Trust. Miss Penny has designated SENDCO time to ensure that pupils with special educational needs are receiving and accessing the provision that they need. We have ASA's that work on a 1:1 basis with pupils who have an Education, Health and Care Plan. The needs of these pupils range from speech, communication, mental health and physical. ASA's receive specialised training if they are working with a physically disabled pupil. (Training is provided by the physiotherapy service).
In the last academic year, staff have been trained in using Graduated Response, precision teach, speech and language needs, attachment and Supporting Social, Emotional and Mental Health Needs. Training is on-going and covers general as well as specific school-based needs.

Evaluating the effectiveness of SEN provision

We are continually looking to improve the provision for our SEND pupils and as such work closely with the trust lead to ensure provision/practices and standards are meeting the needs of our learners.

In addition, we do the following:

- Termly pupil progress meetings - all teachers involved in looking at pupil progress and next steps for learners
- Cause for concern documentation – staff collate information showing areas of concern, strategies used, changes to routines/timetable/provision
- Termly meetings – Class teachers and/or SEND team meet with parents and pupils to talk about achievements and progress and look for ways forward and next steps in learning. Targets are discussed at these meetings and shared with parents to ensure they are fully involved in pupil learning and next steps
- Regular HCAT Trust SENCO meetings – discussions and support available
- Regular HCAT monitoring and support to ensure the best possible outcomes for pupils

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). If a pupil has an EHCP, then we always endeavour to send their 1:1 ASA with them. If their ASA is not able to commit to overnight residential visits, then another member of staff will be sent to support them. If training is needed for any specific area, this additional ASA will receive it in advance of the visit.
All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities are included in school life in the same way as non-disabled pupils. If adaptations need to be made, then the school works closely with families and agencies to provide the best education and care, whilst always meeting any needs stated in their EHC Plans. The school has a disabled toilet/changing room with a medical plinth bed. The school is accessible for disabled pupils/adults by a ramped entrance to the main school office and playgrounds. Where necessary, pupils with disabilities have their own Fire Procedure Plans, stating how

to safely exit the building and who is responsible in the case of a fire.

Pupils with disabilities are treated the same of pupils with no disabilities. Either regular conversations within classes about disabilities, specifically related to a pupil or in general, teaching discussions take place. Pupils are given opportunities to ask questions. Sometimes outside agencies have conducted class workshops to talk about specific disabilities.

Support for improving emotional and social development.

(include pastoral support arrangements and listening to the views of parents and carers.)

We have a fulltime Emotional Well-being and Behaviour support worker who works closely with the children and families in our school. Pupils with SEMH needs work regularly with the Well-being-worker for check ins, social groups, friendship groups or life skills so that they receive specialist support.

Pupils with 1:1 support work closely with their ASA and if emotional and or social needs arise, they quickly implement provision for support. We work closely with CAHMS and have developing links with Barnado's – we are committed to providing the best pastoral care possible.

Working with other agencies

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

Throughout this process, the local authority has a duty to request the opinions of parents, the school and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

Pupils with and without a statutory assessment may need support from other agencies. The school endeavours to work closely with any agency needed, in order to provide the best outcomes for pupils.

We work with the following agencies:

- Applied Psychologies
- Hull City Council Education
- NHS Speech and Language Therapist service
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Occupational Therapy Service
- Physiotherapist Service
- Tweendykes & Ganton Outreach Support Service (SLD and ASD support)
- Social Care Team
- Northcott Outreach Service
- Children's Centres

- CAHMS for Mental Health Needs
- Kids – Parent Partnership
- School Nursing Team
- Sibling Support Services – Barnado’s

Contact details for Support Services for Parents and Carers

Please visit the below link for support services. This link will take you to the names and contacts of many services.

<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelid=3049&Search=&Attribute=80BCBC85-6CE9-4027-AA5A-A6BA00DACAC6>

The local authority offer and what we contribute as a school

Information on the local authority’s offer. www.hullcc.gov.uk www.eastriding.gov.uk The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

Complaints about SEN provision

For all complaints please follow our policy:

www.westcottprimary.org.uk/school-policies/

Review Date: September 2022