

SEND information Report 2023/2024

Introduction

West Park School aims to meet the needs of all pupils, including those with Special Educational Needs and Disabilities, to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

“Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an ‘add on’. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.” EEF SEND Guidance October 2021

We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

“Considering these primary needs is a useful first step, but a more detailed understanding of an individual child is required for action to be beneficial. Teachers should understand the individual characteristics of pupils’ needs, and how these relate to their classroom environment and the content that they are teaching. There is variation within each of the four categories in the Code of Practice.” EEF SEND Guidance October 2021

What is the Local Offer?

The LA Local Offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the ‘Local Offer’.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Details of Hartlepool LA Local Offer can be found at:

[Hartlepool Now :: Local Offer](#)

The School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to make.

Your Child has Special Educational Needs. What can we at West Park Primary School offer you?

At West Park Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities.

1. *Who are the best people to talk to about my child’s Special Educational Need or Disability?*

- The class teacher
- Parent Support Assistant: Miss L Baker
- The SENDCo: Mrs H Price
- Assistant Headteacher: Miss K Wright

- Assistant Headteacher: Mrs A Robinson
- The Headteacher: Miss A Hall
- The SEND Governor: Ms Kirsten McCartney

School Contact Number: 01429 282090

School Email: school.admin@westpark.adastraschools.org

2. What are the different types of support available for children with SEND in our school?

“Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities—being inclusive by design.” EEF SEND Guidance October 2021

a)

- Excellent targeted classroom teaching
- Specific group work or interventions run by teacher, teaching assistant or Sports Coach

b)

- Specialist intervention delivered by outside agencies e.g speech and language programmes, occupational therapy programmes
- Involvement with outside agencies such as educational psychologist providing advice to staff on teaching strategies

c)

- Individual support for learners whose needs are severe and/or complex

3. How can I let the school know if I am concerned about my child's progress in school?

If you have any concerns about your child's progress, you should speak to your child's teacher initially.

- If you continue to be concerned that he/she is not making progress, then contact the Special Educational Needs/Disabilities Coordinator – Mrs H Price

4. How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the school will invite you to a meeting to discuss this in more detail and;

- Listen to any concerns you may have
- Undertake additional assessments
- Plan any additional support your child may need
- Discuss with you any appropriate referrals to outside agencies e.g. speech and language, educational psychologist
- Review your child's progress

5. How is additional support allocated to children and how do they progress in their learning?

The school budget, received from Hartlepool LA, includes money for supporting children with SEN and disabilities.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors.

The Headteacher and SENDCo discuss all the information they have about SEND in the school and allocate training, resources and support.

If the funding provided by Hartlepool LA is insufficient to provide for the needs of children with SEND, applications can be made to the LA for additional individual pupil support.

6. Who are the other people providing support for learners with SEND at this school?

School Provision

- Teachers and teaching assistants work with individual children or small groups, under the teacher's direction
- Teaching assistants offering support for children with emotional or social development through nurture groups - ELSA
- Teaching assistants offering support and programmes of intervention for children with physical or sensory difficulties
- Teachers delivering programmes of intervention such as Blast! Speech and language development
- Teaching assistants and Sports Coach supporting and supervising play at unstructured times

"Teaching assistants should supplement, not replace, the teacher." EEF SEND Guidance October 2021

Local Authority Provision Delivered in School

- Small Steps Outreach Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

Health Provision Delivered in School

- Speech and Language Therapy
- School nurse
- Occupational Therapy
- Alliance therapy
- CAMHS

"Thank you so much. We appreciate all the help he gets. He is happy at school and that's what matters." Year 4 parent

7. How are teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENDCos job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues such as Autistic Spectrum Disorder or Hearing Impairment
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Individual teachers and support staff are advised as to strategies and approaches by visiting outside agencies.

8. How will teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups in their class

- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted and differentiated, on a daily basis if needed, to meet your child's learning needs.
- Support staff are deployed to support the needs of your child within lessons devised by the class teacher.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by the class teacher via both formal and informal assessments including quizzes, games and observations.

“Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. The SEND Code of Practice recommends that schools use a graduated approach, incorporating cycles of ‘assess, plan, do, review’, to best understand and respond to the learning needs of pupils with SEND.” EEF SEND Guidance October 2021

- His/her progress will be formally reviewed by the SLT and SENDCo every term in reading, writing and maths via discussion with the children who work with your child.
- At the end of each Key Stage (year 2 and year 6), all children are required to be formally assessed using SATS (Standard Assessment Tests). These results are published to parents and nationally. Where these tests would be inappropriate, a decision would be had with parents to disapply.
- At West Park, we recognize that progress of learners with SEND may not be purely academic.
- Your child will receive an annual written report accompanied by details of current attainment levels in maths, reading and writing. The report also details your child's enjoyment and achievement across the full range of foundation subjects and school based activities.
- Your child will have a support plan which details the specific targets your child needs to meet. These targets are often based on advice from outside agencies following more detailed assessments. These targets are reviewed with parents and children at least three times a year.
- The progress of children with a statement or Education Health Care Plan will be formally reviewed at an Annual Review with all adults and agencies involved.

10. How are parents involved in the process of reviewing their child's progress at West Park Primary School?

- The class teacher is always available to discuss your child's progress – please ring the school to request a telephone consultation or meeting.
- The SENDCo is also available to discuss your concerns or provide further information.
- Parents are invited to two face to face parent consultation events each academic year. Progress and targets are discussed and reviewed at these meetings.
- Parents and learners are invited to a third transition meeting in June each year with current and new teacher
- In addition to parent consultations, where deemed useful, the SENDCo will arrange review meetings with staff and parents to discuss progress or concerns.
- Parents are always involved in reviews involving outside agencies.

11. How are children involved in the process of reviewing their own progress?

- Wherever possible, support plan targets are shared with learners and opinions and views recorded on the plan.

12. How is West Park School accessible?

- The school is split level with easy access, double doors, ramps and wheelchair lifts
- There is a disabled toilet in each Key Stage.
- After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

13. How will we support your child when they are joining or leaving this school?

We recognize that transitions can be difficult for some children.

If your child is joining us from another school:

- The class teacher, SENDCo or PSA will contact and meet with parents and staff from the other school to discuss and fully understand your child's additional needs.
- Your child will be able to visit our school, meet staff and peers and stay for a taster sessions.

If your child is moving to another school:

- We will contact the school SENCo and ensure that he/she knows about your child's additional needs and the details of appropriate provision. Where possible a transition meeting will be arranged to which parents and child (if appropriate) are invited. Enhanced transition arrangements will be organized for children transferring to secondary school which may involve visits throughout the year to support the transition process.
- We will make sure that all records about your child are passed on as soon as possible.
- We will remain available to the staff at the new school to provide advice or support necessary to ensure a smooth transition.

When moving classes in school:

- A transition meeting will be arranged in the summer term to which parents, current teacher and new teacher are invited. The purpose of this meeting is to share targets, strategies and advice.

14. How will we support your child's emotional and social development?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured.

All classes follow a structured personal, social health and economic education curriculum to support this development. However, for children who find aspects of this difficult we offer:

- Individual in school nurture provision is provided by our Emotional Literacy Support Assistants
- Lunchtime and playtime support through support and play groups.

15. How are the effects of the COVID pandemic on learners with SEND managed at West Park Primary School?

At West Park we recognize that the COVID pandemic could to affect our most vulnerable learners and their families detrimentally. We have therefore taken practical steps to limit the impact of COVID.

- The SENDCo, in collaboration with parents, considers the need for additional risk assessments to be undertaken for any learners with SEND. Where deemed necessary, a risk assessment will identify potential risks to the learners progress, health and well-being and also, the risks the child may pose to others working alongside them. Steps will be taken and arrangements made to reduce risk.
- Where a learner with SEND has to isolate, careful consideration will be given to the work sent home for parents to complete with their child. The child's mental health and well being will remain the priority.
- As well as regular contact with the class teacher, the SENDCo will also make weekly contact with the families of all learners identified with SEND, providing support and advice where necessary. The Designated Safeguarding Officer, Miss Hall, Miss Wright and Mrs Robinson will be kept informed of any concerns arising from this contact.

Advice and further information can be found here:

<https://www.ipsea.org.uk/news/ipsea-update-on-covid-19-school-closures-and-sen-provision>