

SEND Information Report and Policy

West End Primary School



Reviewed by: Helen Dillon (SENCO) February 2024

Approved by: Rebecca Yeadon (Headteacher) and Rachel Gallagher (SEN Governor)

Next review due by: February 2025

At West End Primary School all pupils are entitled to receive, within their peer group, a broad, balanced and relevant curriculum. In order to achieve this it is vital that we identify and act upon any Special Educational Needs or Disability to provide education for all pupils taking account of their varied life experience and needs. For this to happen we need to assess, plan for, act upon and review to aim to meet the specific needs of individual pupils.

Needs are met through a variety of access strategies including, appropriate differentiation of the core offer, additional or different resources, targeted interventions and adapting facilities as necessary. All pupils' individual needs are considered, and a full range of flexible responses are available to accommodate and value their diversity. When appropriate the school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate pupils' inclusion.

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1. Aims

Our SEND policy and information report aims to:

To ensure that all pupils are able to access the school

- To recognise potential and actual barriers to learning and access of education and establish if there is a Special Educational Need
- To raise the aspirations of and expectations for all pupils with SEND
- To educate and inform all stakeholders as to the range of needs and specific strategies to support pupils with SEND, operating a whole school, whole pupil approach to the management of SEND and the provision of support
- To identify, plan, implement and review strategies used to support learning for the best possible outcomes for pupils with SEND
- To ensure that pupils are not discriminated against or disadvantaged because of Special Educational Needs
- To support the transition of pupils with SEND at key points in their education
- To work with parents and professionals to plan for and support the SEND
- To provide equal, inclusive access to the school's Aims and Vision as outlined on the school website.
- To work within the guidance provided in the SEND Code of Practice, 2014

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf The Engagement Model of Assessment for pupils working below the levels of the National Curriculum Tests (Formerly P1-4)

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

It is important to remember that there are other factors which may impact on progress and attainment including:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of Serviceman/woman

These factors may be present alone, or alongside a specific Special Educational Need.

4. Roles and responsibilities

4.1 The SENCO

The SENDCO is Helen Dillon. You can contact the SENDCO via the school office: in person, by telephone 0113 2582819, or email westendschool@westendprimary.org.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans, monitoring the impact of this provision
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Advising on provision for pupils with medical conditions

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

The Code of Practice states that 'Every teacher is a teacher of SEND'

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Be the first point of contact for a parent with concerns around their child's progress or additional needs
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, Autism, Developmental Language Delay, Pragmatics, Pronunciation and other speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Moderate/severe/profound and multiple learning difficulties
- Social, Emotional And Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, challenges managing behaviours within the setting
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, mobility needs
- Unseen Disabilities and medical needs, for example, asthma, diabetes, chronic pain

5.2 Identifying pupils with SEN and assessing their needs

At West End we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils 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 needs, managing emotions or communication.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, providing a block of intervention work or whether something different or additional is needed. If something additional and different is needed the pupil will then be considered for entry on the SEN register.

5.3 Consulting and involving pupils and parents

If a parent has a concern about their child's progress or additional needs they should address this in the first instance to the class teacher.

At the point of entry to the school (usually in foundation stage) and on transition to new year groups or with in-year transitions, the SENDCO is available for parental consultation opportunities.

We will have an early discussion with the pupil and their parents when identifying whether they need Special Educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMS. We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach (the four-part cycle of **assess, plan, do, review.**)

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

- The teacher's assessment and experience of the pupil
- Progress towards individual targets and reviews of next steps (on a Personal Support Plan or a Professional Report)
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the next teacher, school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. When moving to High School we will implement the agreed Cluster paperwork and hold a meeting to verbally explain the child's SEN. If it is felt additional meetings or transition arrangements are needed we will organize these with consultation with the setting, the pupil and the parents.

At the point of entry to the school (usually in foundation stage) and on transition to new year groups or with in-year transitions, the SENDCO is available for parental consultation opportunities.

If a child is joining our school and has SEND identified from a previous setting / agency we will liaise with the parents, pupil and setting / agency to plan a transitional approach to address the child's individual needs. This may include: liaising with agencies, observations in current setting, a specific transition visit programme, home visits, a personalised timetable, adaptations to the setting or other changes as applicable. This will be recorded and shared with all relevant stakeholders.

5.6 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils, and may be enhanced through work with an extra adult in the classroom.

We will also provide the following interventions:

- Sensory Circuits

- Speech and Language development programmes
- Nurture Provision
- Targeted SEMH programmes in groups or 1:1
- Access to other agencies and professionals for advice or intervention
- Targeted reading and comprehension support
- Nessy Dyslexia Programme
- Fine Motor skills sessions
- Writing Skills sessions
- Maths Skills Sessions
- Personalised provision through time limited programmes
- Personalised provision through adapted resources

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met, for pupils with SEN these adaptations are recorded on a personal Provision Map:

- 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, adapted tasks, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing visual prompts and supports, post teach opportunities etc.
- Adapting our resources and staffing
- Providing personalised timetables to ensure pupils with SEND are not treated less favourably than other pupils but are kept safe
- Providing additional resources or learning aids such as word books, writing templates, modelled activities, visual and kinesthetic resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, visual supports and timetables, etc.
- Adaptations to make our school accessible for pupils with physical disabilities (accessible toilet, stair lifts, outside ground level entrances) and other needs (quiet rooms, amended displays and signage, locked classroom doors)
- Inclusion and SEN awareness is taught to all pupils through assemblies and PSHE activities to encourage understanding and prevent discrimination

For arrangements for the admission of disabled pupils, action taken to prevent disabled pupils being treated less favourably than other pupils, and facilities available for disabled pupils, please see our Accessibility Plan.

5.8 Additional support for learning

All Teaching Assistants receive training: whole school, year group, specific SEND or additional learning support. Additionally, regular meetings are held between the Teacher and Teaching Assistant to discuss and develop the Assess, Plan, Do, Review cycle as well as identify opportunities to make adaptations to the curriculum and learning environment

Teaching assistants will support pupils on a 1:1 basis when identified on the pupil's plan or directed by a teacher to address a specific, individual need.

Teaching assistants will support pupils in small groups when identified on the pupil's plan or directed by a teacher to address a specific, group need.

Teaching Assistants will use pre-teach and post-teach resources provided by the class teacher to support learning.

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

- Speech and Language Therapists

- Educational Psychologists
- SENIT and EYSENIT
- Occupational Therapy
- Area Inclusion Partnership and Inclusion Support Workers
- Horsforth Childrens' Services
- Local Children's Centres
- CAMHS
- Health (doctors and school nursing team)
- Social Care
- STARS
- Chatterbugs Speech and Language Therapy
- Deaf and Hearing Impaired Team
- Pupil Counselling Services
- Family Support Workers
- Any other agencies as are relevant to the individual's needs

5.9 Expertise and training of staff

Our SENDCO has over 20 years experience in this role and is a member of our Senior Leadership Team. She attends cluster and city-wide training to keep abreast of current developments and to access support and advice. She is also a Designated Safeguarding Lead.

School employ a team of 15 teaching and support assistants of varying grades and hours. This includes two part-time SEND Support Assistants who works to support the implementation and evaluation of learning programmes as well as providing bespoke nurture support.

The SENDCO has allocated time each week to manage SEND provision.

Recently staff have been trained in Mindmate, Sand Tray therapy, Draw and Talk Therapy, Sensory Circuits and Sensory Integration, Zones of Regulation, Team Teach, autism awareness, behaviour, dyslexia, attachment, speech and language development intervention, thoughtful art making, working with hearing impaired children, speech sounds, diabetes, SENCO network and annual conference.

We use specialist staff for nurture, family support and behavior support and autism provision.

All staff training considers the impact of the initiative or strategy on pupils with SEN. If a training need is identified in reviews additional, specific and targeted training is delivered at an individual, group or whole staff basis dependent on need. Additionally, outside agency training is used and courses attended to meet specific and whole school needs.

5.10 Securing equipment, facilities and additional funding

If a teacher or professional believes specific facilities or equipment would benefit the implementation of a pupil's plan we will consider this request in terms of practicality, budget and opportunity and make adjustments where possible. Close liaison with other schools mean we can trial resources and equipment from other schools to help this decision. If necessary we will look at ways which support services and charities can help with the provision of equipment.

Pupil SEN needs are largely met through the devolved SEN funding in school. If the pupil's needs meet the criteria for additional funding through the Leeds Funding For Inclusion programme the SENDCO will apply for this in liaison with the parents and other agencies. Additional information about this can be found here: <https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/funding-for-inclusion>

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions in a timely manner

- Pupil feedback, using pupil voice to inform next steps – acquired through 1:1 or group work, or liaison with a parent or advocate
- Monitoring by the SENDCO (through audits, view sampling, work scrutiny and within wider lesson observations)
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Using the Assess, Plan, Do, Review cycle

After the evaluation, we review the next steps plans both within the daily quality first teaching sessions and support sessions. As part of this process, the involvement of outside agencies will be considered. Where pupils have met their targets and made the required progress, then continue to make progress without the need for enhanced provision, they may be removed from the SEN register.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

To enable our children with SEN to have the most appropriate and fulfilling experience of school, careful consideration is given to enabling the children to have the opportunity to safely engage in the same, or similar experiences to their peers, ensuring the safety of all participants is considered.

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).

All pupils are encouraged to take part in wider school life. For example, sports day/school plays/special workshops, etc.

All pupils are encouraged to attend swimming lessons.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in many ways including:

- Whole class SMSC and British Values sessions
- PSHE Curriculum
- Development of pupil voice through: P4C, School council, Pupil Leadership groups and buddies, Zones of Regulation
- Specific nurture sessions and additional adult support
- Additional support from outside agencies, where need, such as cluster support and PDC
- Wider family support
- Timetable and expectation alterations
- Transition activities

5.14 Working with other agencies and professionals

School liaises with agencies as per each agency's protocol. In many instances, parents can also instigate a referral to an agency or professional. We refer pupils to specific agencies directly and ensure named staff members are available to meet or speak with these agencies involving the parents and pupils wherever appropriate. Additional use is made of Horsforth Cluster Guidance and Support Meetings where SENCOs and other agencies can advise each other on possible sources of support or advice. We also are members of Leeds Voice, Influence and Change Team, sharing good practice for SEND across the city.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Additional Independent Support and Advice for Parents of pupils with SEND can be found at:

- Leeds SEND Information Advice Support Service <https://familyinformation.leeds.gov.uk/sendias>
- Horsforth Children's Services <http://www.horsforthchildrensservices.co.uk/index.php/family-support.html#pac-s-adult-learning>
- Support Groups for Specific Needs as advised by the SENDCO

5.17 Contact details for raising concerns

School phone number: 0113 2582819,

School Email: westendschool@westendprimary.org.uk

5.18 The local authority local offer

Our contribution to the local offer can be seen below

Our local authority's local offer is published here: <https://leedslocaloffer.org.uk/#/directory>

6. Monitoring arrangements

This policy and information report will be reviewed by Helen Dillon (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality statement and policy
- Inclusion policy
- Medical policy
- Data protection policy

Local offer
West End Primary School – SEND provision

Ethos	<p>Aims and Values:</p> <p>At West End Primary School we have developed our vision, aims and ethos with input through consultation with pupils, staff, parents, Governors and our wider community.</p> <p>At West End we aim for all staff and pupils to achieve their West End Best by providing a curriculum which:</p> <ul style="list-style-type: none"> • Challenges and supports children and staff to drive constant progress • Promotes happiness and well-being in a welcoming and inclusive community • Values everyone's achievements together, giving everyone the opportunity to shine • Develops a safe and nurturing environment, fostering respect and pride • Inspires engaged and resilient proactive learners through our broad and evolving curriculum • Prepares independent and responsible, world-ready individuals
Leadership	<p>The Leadership Team at West End Primary School are:</p> <p>Rebecca Yeadon, Head teacher</p> <p>Karen O'Dell, Deputy Head teacher</p> <p>Helen Dillon, SENDCO</p> <p>As a team we are able to work together to make decisions and impact upon provision for the whole school, including those pupils with Special Educational Needs or Disabilities.</p> <p>The SENDCO is able to have meetings with teachers as the need arises (at least once per term) to advise and support in the planning for and teaching of pupils. This is also an opportunity to reassess the IPP's (Individual Provision Plans) for pupils who need them. Their outcomes are also discussed.</p> <p>The SENDCO reports to governors as part of the full body meetings.</p> <p>We also have a SEND governor who comes into school to work alongside the Inclusion Co-ordinator.</p> <p>We have an Inclusion Team of trained inclusion workers and support assistants who provide group and 1:1 support in school.</p>
Budget	<p>Funding is allocated to ensure that all children receive support appropriate to their needs. Teaching assistants, special resources and specific pieces of equipment are funded through the school's budget in order to facilitate this. However, where needs are identified that require additional input over and above the school's provision, then additional funding (FFI) may be applied for.</p> <p>We use a multi-agency approach to ensure that children receive the support that best suits their needs' with some specialist provision being funded if necessary. Certain resources or equipment may be recommended which can then be purchased from our SEN budget.</p>
Policies	<p>We have the following policies in place for you to access on our school website: SEN, Accessibility, Behaviour Management, Behaviour Principles, Keeping Children Safe in Education, Equalities, Inclusion Policy, Safeguarding Policy, Medical Policy and Admissions.</p> <p>Additional policies are available from the School Office on request.</p>

<p>Curriculum Teaching and Learning</p>	<p>Our Curriculum is planned to fulfil the requirements of the National Curriculum 2014, whilst allowing the pupils to have a voice in their learning and lead the curriculum in areas of interest to them. This allows them to learn for real reasons and to see their achievements in this context.</p> <p>We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners in academic and non-academic aspects of learning.</p> <p>At West End Primary School we ensure a thorough and varied education for all pupils through a variety of access strategies including: appropriate differentiation, resources and facilities as necessary. All pupils' individual needs are considered and a full range of flexible responses are available to accommodate and value their diversity. We strive to ensure that all pupils make progress towards their personal targets and goals.</p> <p>For more information, please refer to the Curriculum section of our website.</p>
<p>Assessment</p>	<p>The class teacher assesses learning and progress on a daily basis, and uses these observations to inform the next steps in learning. The Senior Leadership Team analyse assessment data at least termly to ensure that all children are meeting their potential and making expected or better progress.</p> <p>We regularly assess children with additional needs in order to plan next steps through the Assess, Plan, Do, Review cycle and personal Support Plans (PSPs) are continually monitored by staff. Parents have the opportunity to meet with teachers at the two annual Parent Consultation Meetings, as well as meeting formally, or informally to discuss next steps, how children can be supported at home and any other concerns.</p>
<p>Training</p>	<p>We employ highly skilled teachers and support staff and we are committed to continual professional development. We audit staff needs and organise training as a result. Sometimes training is in house, or we may organise external training for a member of staff who will be delivering a specific intervention, or providing for a particular medical need or special need.</p> <p>We ensure that we have members of staff who are EHP trained (Early Help Plan) and all staff are trained in child protection. Our child protection team has regular training to ensure they are kept up to date with new guidelines and procedures.</p>
<p>Partnerships</p>	<p>We regularly invite professionals into school to support the delivery of programmes, make assessments and work with children directly. We also work with Horsforth Childrens Services to access relevant support and advice. We communicate with doctors, school nurses and other medical professionals as needed. SENIT (Special Educational Needs Inclusion Team) , an Educational Psychologist and the Area Inclusion Partnership are among those who also provide support to both staff and children.</p> <p>For further information please refer to our 'SEN Local Offer – frequently asked questions' document available from the school office or our website.</p>