

SEND Information Report and Policy

West End Primary School



Reviewed by: Helen Dillon (SENCO) March 2025

Approved by: Rebecca Yeadon (Headteacher) and the Full Governing Body

Next review due by: March 2026

Our school vision

Working together to be EXCELLENT in all that we do. We are CONFIDENT and COMPASSIONATE children, who are HAPPY and have fun!

Our core values

Our school values underpin our behavioural expectations and our curriculum delivery. Through our values we support each other to achieve our school vision.

Personal Responsibility
I take care of myself

Social Responsibility
I take care of others

Environmental Responsibility
I take care of the world

At West End Primary School, we are committed to providing a broad, balanced, and inclusive curriculum that enables all pupils to achieve excellence. In line with our school vision, we work together to ensure every child is confident, compassionate, and happy in their learning. By identifying and supporting Special Educational Needs and Disabilities (SEND), we create an environment where all pupils can thrive, building on their strengths to overcome challenges.

Guided by our core values, we take **personal responsibility** by fostering self-awareness and independence, **social responsibility** by ensuring all children feel valued and included, and **environmental responsibility** by adapting our learning spaces to meet diverse needs. We actively listen to pupils and parents to tailor provision, engaging the right services at the right time. Through collaboration, targeted support, and a commitment to inclusion, we enable every child to reach their full potential while having fun along the way.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are enabled to be included in all aspects of school life.

Aims

Our SEND policy ensures that all pupils can access school, no matter their needs.

We aim to:

- Identify and remove barriers to learning.
- Work with parents and professionals to identify SEND needs in pupils.
- Ensure pupils with SEND are treated fairly and not disadvantaged.
- Support pupils with SEND during key transitions in their education.
- Give every child equal access to school opportunities.
- Follow national SEND guidelines.

We will:

- Provide the right support for pupils with SEND.
- Help them take part in all school activities alongside their peers.
- Support them in achieving their best and building confidence.
- Involve pupils and parents in decisions about their support.
- Clearly define the roles of everyone involved in SEND support.
- Ensure all staff understand and follow the SEND policy.
- Ensure all staff understand the range of SEND needs, how to identify and strategies to support with these needs.
- Support all pupils through quality first teaching provision

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 SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors' responsibilities for pupils with SEN

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Definitions

A pupil is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that requires additional or different educational support.

A learning difficulty or disability means:

- Having significantly greater difficulty in learning compared to most children of the same age, or
- Having a disability that prevents or limits access to the same facilities as their peers in mainstream schools.

- Special educational provision refers to educational support that goes beyond what is typically provided for children of the same age in mainstream schools.

It is important to note that other factors can affect a pupil's progress and achievement, including:

- A disability (reasonable adjustments must be made under disability equality laws, but this alone does not mean a pupil has SEN).
- Attendance and punctuality issues.
- Health and welfare concerns.
- English as an Additional Language (EAL).
- Receiving Pupil Premium funding.
- Being a Looked After Child.
- Being a child of a serviceman or servicewoman.

These factors may exist on their own or alongside a specific Special Educational Need.

4. Roles and responsibilities

The SENDCO

The Special Educational Needs and Disabilities Coordinator (SENDCO) at West End Primary School is Helen Dillon. She can be contacted via the school office by phone (0113 2582819) or email (westendschool@westendprimary.org.uk).

The SENDCO is responsible for:

- Working with the headteacher and SEND governor to develop and oversee the school's SEND policy and support.
- Managing the day-to-day operation of SEND provision, including support for pupils with Education, Health, and Care (EHC) plans.
- Advising staff on SEND support strategies and ensuring high-quality teaching for pupils with SEND.
- Managing SEND funding and resources effectively.
- Acting as the main contact for external agencies, including the local authority.
- Supporting smooth transitions for pupils moving to new schools.
- Ensuring compliance with the Equality Act 2010, including reasonable adjustments.
- Keeping SEND records up to date and ensuring staff receive necessary training.
- Reviewing and improving SEND provision in the school.
Contributing to the school's SEND information report and policy updates.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Supporting school staff to carry out their own responsibilities.
- Checking that SEND support in the school is effective and keeping the governing board updated.

The SEND Governor

The SEND Governor, helps ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the right support. Their role includes:

- Raising awareness of SEND issues in governing board meetings.
- Working with the headteacher and SENDCO to develop and improve SEND policies and support.

The Governing Body

The governing body is responsible for making sure the school meets its SEND duties. Some tasks may be assigned to a committee or an individual. Their responsibilities include:

- Working with the Local Authority to review and improve SEND support in the area.
- Ensuring all pupils with SEND get the help they need.
- Making sure pupils with SEND can fully take part in school life.
- Informing parents when their child is receiving extra support.
- Ensuring the school has proper systems to support pupils with medical conditions.
- Providing a broad and balanced curriculum for all pupils.
- Having a clear process for identifying and supporting pupils with SEND.
- Publishing an annual report for parents on their child's progress.
- Keeping accurate and up-to-date records of SEND support.
- Sharing information on the school website about how SEND policies are put into action.
- Providing details on how disabled pupils are admitted, making sure they are treated fairly, and improving accessibility.
- Appointing a qualified SENDCO and ensuring they carry out their role effectively.
- Using school resources in the best way to support pupils with SEND.

The Headteacher

The headteacher, Rebecca Yeadon, is responsible for making sure pupils with Special Educational Needs and Disabilities (SEND) get the support they need. Their role includes:

- Working with the SENDCO and SEND governor to develop and improve SEND support in school.
- Making sure the school follows the Equality Act 2010, ensuring fair access for all pupils.
- Overseeing the progress of pupils with SEND or disabilities.
- Managing the school's SEND budget and any extra funding from the Local Authority (LA).
- Ensuring the SENDCO has enough time to do their job properly.
- Keeping track of all pupils on the SEND register and understanding their needs.
- Informing the LA when a pupil needs an Education, Health and Care (EHC) plan assessment or an early review of their plan.
- Identifying staff who need SEND training and ensuring they receive it.
- Reviewing and improving the SEND support available in school and working with the LA to develop local support options.
- Working with the SENDCO and teachers to spot any patterns in SEND needs and use this information to improve teaching.

Class teachers

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

Every class teacher is responsible for:

- Helping every student in their class progress and develop.
- Being the first person parents can contact if they have concerns about their child's progress or extra needs.
- Working with teaching assistants and specialist staff to plan and check how well support and extra help are working, and how they can link this to classroom teaching.

- Working with the **SENDCO** to review students' progress and decide if any changes are needed in the support provided.
- Following the **SEND policy** to make sure all students get the right help.
- Planning and delivering good quality teaching that is adjusted to meet each student's needs.
- Communicating regularly with parents to:
 - Set clear goals and track progress towards them.
 - Talk about the activities and support needed to reach the goals.
 - Agree on the roles of the parent, student, and school.
 - Listen to parents' concerns and discuss their hopes for the student.

Parents or Carers

Parents or carers should let the school know if they have any concerns about their child's progress or development.

For children on the SEND register, parents or carers will always have the chance to:

- Share their thoughts and provide information about their child's needs and the support being given.
- Join discussions and decisions about the support their child receives.
- Attend meetings every term to review the support in place.
- Share information about how the support is affecting their child outside of school and if their child's needs have changed.
- Discuss their concerns and, together with school staff, agree on their hopes for their child's progress.
- The school will consider the views of parents or carers when making decisions about their child.
- Minimum of 3 times per year

Pupils' Involvement

Pupils will also be given the chance to share their thoughts and provide information about their SEND and the support they are receiving. They will be invited to take part in decisions about their support. This might include:

- Talking about what they find easy or difficult.
- Helping to set goals or targets for their progress.
- Attending meetings to review their progress.
- Giving feedback on whether the support is working well.
- The school will listen to pupils' views when making decisions that affect them, whenever possible.

SEND information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

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

Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time

Identifying pupils with SEN and assessing their needs

At West End, we will assess each pupil's skills and progress when they start, building on what they have already learned in previous settings if needed. Class teachers will regularly check how well all pupils are doing and look for those who are making slower progress compared to their peers. We will pay attention to whether a pupil:

- Is making progress slower than others starting at the same level
- Is not making as much progress as they did before
- Is not closing the gap between them and their peers
- Is falling further behind their peers

This could include areas like social skills, managing emotions, or communication, not just academic progress.

However, slow progress and low achievement alone do not mean a pupil will automatically be listed as having SEN.

When deciding if special support is needed, we will focus on the outcomes we expect, including progress and achievement, as well as the views of the pupil and their parents. Based on this, we will decide the right support. If we can meet the needs by adjusting our regular teaching, we will do so. If more help is needed, the pupil will be considered for the SEN register.

Involving Parents and Carers in discussions around identification of SEND

When a child joins the school and on transition to new year groups the SENDCO is available to meet with parents.

If a parent has concerns about their child's progress or additional needs, they should first speak to the class teacher.

If school has a concern around SEND we will have an early discussion with both the pupil and their parents to determine if special educational support is needed. These discussions will ensure that:

- Everyone understands the pupil's strengths and challenges
- We listen to the parents' concerns
- Everyone is clear about the goals for the child
- Everyone knows the next steps

We will keep a record of these discussions in the pupil's file. Parents will be informed when it's decided that their child will receive SEND support.

Assessing and Reviewing Pupils' Progress Towards Outcomes

When a pupil is identified as having Special Educational Needs (SEN), we will work to remove any barriers to learning and provide effective support. This support follows the graduated approach, which involves repeating the **assess, plan, do, review cycle**.

The class teacher, in collaboration with the SENDCO, will analyse the pupil's needs based on the following:

- The teacher's assessment and experience with the pupil
- Progress towards individual targets (on an Individual Provision Map (IPM) or Professional Report)
- Previous progress, attainment, and behaviour.

- Assessments from other teachers, if relevant
- The pupil's development compared to peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if needed

Levels of Support

- **School-Based SEN Provision:** Pupils receiving SEN support will be placed on the school's SEN register. These pupils have needs that can be met through the graduated approach within the school. If additional expertise is needed, the school will consider involving external specialists. This support is funded by the school's SEND budget. Pupils in this category will be marked with the code "K" on the census.
- **Education, Health, and Care (EHC) Plan:** Some pupils may need more support than the school's in-house provision can offer. These pupils may qualify for an EHC plan, a legal document that outlines the pupil's needs, the provision in place, and the expected outcomes. Funding for these pupils will come from the school's SEND budget and possibly additional funding from the local authority (LA). These pupils will be marked with the code "E" on the census.

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 and on transition to new year groups 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.

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 SEN. This will be adapted or differentiated for individual pupils to enable them to access the curriculum and make progress from their starting points.

We will also provide the following interventions:

- Sensory Circuits and Sensory regulation activities
- Speech and Language development programmes
- Nurture Provision in the class
- Individualised nurture provision within our NEST for some parts of the week
- Targeted SEMH programmes in groups or 1:1
- Access to other agencies and professionals for advice or intervention
- Targeted reading and comprehension support
- Nessy Reading and Spelling Programme
- Fine Motor skills sessions
- Writing Skills sessions
- Maths Skills Sessions

- Phonic Catch Up and Keep Up sessions
- Personalised provision through time limited programmes
- Personalised provision through adapted resources
- Draw and Talk Therapy
- Zones of Regulation
- Number Sense

Adaptations to the Curriculum and Learning Environment

To meet the needs of all pupils, including those with SEN, we make the following adjustments, which are recorded on an Individual Provision Map for each pupil:

- Curriculum adaptations: We adjust the curriculum to ensure all pupils can access it. This may include grouping, 1:1 support, different teaching styles, and adapting lesson content or tasks.
- Learning resources in class are adapted to ensure they are accessible to pupils with SEND.
- Teaching adjustments: We differentiate our teaching by giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, and providing visual aids.
- Resources and staffing: We adapt resources and staffing to meet individual needs.
- Personalised timetables: Where needed we provide personalised timetables to ensure pupils with SEND are treated fairly and kept safe.
- Additional learning aids: Pupils may receive additional resources like word books, writing templates, visual and kinesthetic aids
- Assistive technology: We use recommended tools such as laptops, coloured overlays, visual timetables, and larger fonts.
- Physical accessibility: We make the school accessible for pupils with physical disabilities, including accessible toilets, stair lifts, and level entrances. We also provide quiet rooms, regulation spaces and modified signage where needed.
- Inclusive education: We teach inclusion and SEN awareness to all pupils through assemblies and PSHE activities to promote understanding and prevent discrimination.

For more details on our support for disabled pupils, please refer to our Accessibility Plan on the school website.

Additional Support for Learning

Teaching Assistants (TAs):

All TAs receive training to support pupils effectively.

- They work 1:1 with pupils who need individual support, as identified in their plan.
- They also support small groups to help with learning needs.
- TAs use special teaching strategies, such as pre-teaching and post-teaching, to reinforce learning.

External Support Agencies:

The school works with specialists like speech and language therapists, educational psychologists, occupational therapists, and other support services. These professionals help provide extra assistance tailored to pupils' needs.

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

Additional emotional and social wellbeing support is provided by working closely with Horsforth Children's Services and the North West Area Inclusion Partnership.

Evaluating SEN Support

The school regularly reviews SEN support by:

- Tracking pupil progress and using provision maps.
- Monitoring effectiveness through SENCO oversight and annual reviews.
- Collecting feedback from pupils and parents.
- Holding staff meetings to improve SEN strategies.

Expertise and training of staff

We are a passionate school that believe in evidence based practice and continuous professional development.

Experienced Leadership:

- Our SENDCO has over 20 years of experience and is a Senior Leadership Team member.
- She stays up to date by attending local and city-wide training and also serves as the Deputy Designated Safeguarding Lead.
- She has dedicated time each week to manage SEND provision and oversee our NEST provision.

Qualified and Skilled Staff:

- Four teachers are currently working towards the NPQSEN Qualification, a nationally recognized award for SENCOs.
- We have a team of 14 teaching and support assistants, including a Speech and Language Assistant.
- Our support staff are encouraged to take part in continuous professional development (CPD) to expand their skills and knowledge.

Specialist Training:

- Staff receive training in various SEND strategies, including:
- Mindmate, Sand Tray Therapy, Draw and Talk Therapy
- Sensory Circuits, Sensory Integration, Zones of Regulation
- Autism awareness, dyslexia, behavior management, attachment
- Speech and language interventions, working with hearing-impaired children
- Diabetes management and more
- Training is delivered through in-house programs, external agencies, and conferences.
- Targeted Support and Inclusion:
- We have specialist staff for nurture, family support, behavior support, and autism provision.

All training is designed to positively impact pupils with SEND. If a training need is identified, specific and targeted training is provided to individuals, groups, or the whole staff as required.

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. Where children require equipment to support their education, this is sought and provided by school or in liaison with parents. Where this equipment is more specialist, this may be provided by other services, such as physiotherapy. Should pupils require specialist facilities this will be through consultation with the access officer at the Local Authority.

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 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.

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 we look at each enrichment opportunity. Careful consideration is given to ways in which reasonable adaptations can be made to enable all children to safely engage in these. Where adaptations limit access, similar experiences will be considered for suitability.

- 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.
- Pupils with SEND are represented in our school communities such as School Council
- Pupils with SEND are supported to access whole school events and inter class team building tasks
- All pupils are encouraged to attend swimming lessons.

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.

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

- Speech and Language Therapy (NHS and private)
- Child and adolescent mental health services (CAMHS)
- Other health services – GP, Leeds Community Healthcare (0-19), Paediatrics, Physiotherapy, Occupational Therapy etc.
- Horsforth Children's Services
- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)
- Special Educational Needs Statutory Assessment and Provision team (SENSAP)
- Special Educational Needs and Inclusion Team (SENIT)
- Deaf and Hearing Impairment Team (DAHIT)
- The Virtual School
- Children's Social Work Services

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

Contact details for raising concerns

School phone number: 0113 2582819,

School Email: westendschool@westendprimary.org.uk

Contact details of support services for parents of pupils with SEN

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

- Leeds SEND Information Advice Support Service <https://familyinformation.leeds.gov.uk/sendiaass>
- Horsforth Children's Services <http://www.horsforthchildrensservices.co.uk/index.php/family-support.html#pac-s-adult-learning>
- Support Groups and Services for Specific Needs as advised by the SENDCO
- The Leeds Local Offer can be found here. <https://www.leedslocaloffer.org.uk/>

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>

Admission and accessibility arrangements

Arrangements for the admission of SEN pupils:

- Pupils with Education Health and Care Plans (EHCPs) will need to consult school for a place through the Local Authority (SENSAP) process.
- Any pupils with SEN applying for an in-year transfer will be considered as a fair access application through the Local Authority process.

Monitoring arrangements

We review our policy in the following ways:

- We are constantly looking for ways to improve our SEND policy.
- We will evaluate how effective our SEND provision is with regards to:
 - All staff's awareness of pupils with SEND at the start of the autumn term
 - How early pupils are identified as having SEND
 - Pupils' progress and attainment once they have been identified as having SEND
 - Whether pupils with SEND feel safe, valued and included in the school community
 - Comments and feedback from pupils and their parents

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.

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
- SEN information report
- Anti-bullying policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy