

Westbrook Old Hall Primary School Special Educational Needs (SEND) Annual Report 2019- 2020

Westbrook Old Hall Primary School has a duty to report annually to all governors and parents on the provision for Special Educational Needs & Disabilities (SEND). Children with SEN or disabilities all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. So increasingly, step-by-step, support at a school level and through specialist expertise can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education, Health and Care Plan (EHC) being issued to the child.

In accordance with section 69(2) of the Children and Families Act 2014:

'This section imposes a duty on the governing bodies of maintained schools and maintained nursery schools in England, to prepare a report containing "special educational needs information". Special educational needs information is information about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs and information as to the arrangements for the admission of disabled pupils to the school; the steps taken to prevent less favourable treatment of disabled pupils; the facilities provided to assist access to the school by disabled pupils; and the accessibility plan which schools must publish under the Equality Act 2010. Regulations will set out the information to be provided.'

Policies

The Special Educational Needs & Disability (SEND) Policy was reviewed and amended in September 2019, to be in line with the new Special Educational Needs Code of Practice. This is available to any parent on request. The Special Educational Needs Coordinator (SENDCO) is Fiona Perry. The SEND Governor is Anne Carr.

Admission Arrangements for pupils with SEN or disabilities Admission Arrangements

The year prior to transfer to Westbrook Old Hall the Early Years leader and SENDCO visit any children with SEN or disability in their pre-school setting. The purpose of this visit is to introduce themselves, make contact with the pupil and assess provision needs prior to the provision mapping process. For some pupils, additional visits are arranged if this is felt to be appropriate. Parents are also invited to be involved in this process to ensure a smooth transition into school.

Transfer Arrangements

If a pupil is known to have special educational needs when they arrive at the school, the SENDCO and Senior Leadership Team will:

- Use information from the pre-school setting to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that ongoing observation and assessment provides feedback about the pupil's achievements to inform future planning of the pupil's learning
- Ensure opportunities for the pupil to show what they know, understand and can do
- Involve the pupil and parent/carer in planning and agreeing targets to meet their needs
- Involve parents/carers in developing a joint learning approach at home and in school

Steps taken to prevent pupils with SEND from being treated less favourably than other pupils – please see Equality Objectives below.

The table below outlines how we demonstrate ‘due regard’ to the general duty of the Equality Act 2010:

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<ul style="list-style-type: none"> • Policies: SEND/Inclusion, Anti-bullying, Behaviour • Accessibility Plan • Continuing Professional Development focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding • A Prejudice Related discrimination/incident log is kept in school and monitored by Senior Leadership Team • Restorative Justice forms the bedrock of all post-incident action points • Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email or at staff meetings • Senior Leadership Team meetings focus on day-to-day management and strategic development with a focus on these areas where required • Regular liaison with governors which informs and updates all areas of the School Improvement Plan. • Pastoral Care sessions promote good behaviour and reinforce how others should be treated in accordance with the school’s ‘Golden Rules’. • School reward systems encourage appropriate treatment of others - Golden Apple & Golden Time both used EY-Y5. Year 6 have their own reward system. 	<ul style="list-style-type: none"> • In-depth analysis of attainment data at pupil progress reviews each term alongside Senior Leaders • Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, pencil grips, coloured overlays, reading rulers, coloured exercise books. • Key Stage assembly content is adapted regularly to reflect current and topical issues. • Lessons are regularly monitored by subject and Senior Leaders to ensure accessibility and progress against Ofsted standards. • Where necessary, the SENDCO will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, School Nurse, CAMHS, and Social Care in conjunction with Senior Designated Person for Safeguarding 	<ul style="list-style-type: none"> • Transition programme in place with local pre-school settings, and summer term visits to school for new starters arranged. • Transition programme in place with local high schools. Any children requiring extra transition receive this and discussions are had between the SENDCO and high school SENDCO/Head of Year 7 in the Summer term. • Training on Circle Time provided by J. Mosley for all school staff, promoting teamwork, friendship and positive attitudes towards others. • Governors come into school to see good practise and help support in the classroom. • The Class Teacher is the primary point of contact for parents/carers. • Parents’ Evenings/Learning Reviews are held three times a year. • Staff operate an ‘open-door’ policy, where parents/carers are encouraged to come and discuss any issues they might have. • Individual Learning Pathways are written with individualised targets for pupils with SEND. These are reviewed with parents and pupils each term.

OFF TARGET	<6 POINTS PROGRESS
ON TARGET	=6 POINTS PROGRESS
ABOVE TARGET	>6 POINTS PROGRESS

Budget Allocation

The total income to the school's budget allocated specifically to SEND last year was £302. This money has been used to buy online subscription to support the teaching of reading and spelling and other specific resources to meet individual pupil needs e.g writing slopes and pencil grips.

Deployment of staff and resources

Four Teaching Assistants (LSAs) have worked with our children with Education and Health Care Plans. They have been timetabled to support and meet the specific needs of the children that they are working with. Three of our TAs have been more highly trained in Speech and Language. They follow programmes with some of our children and are involved in initial identification and assessment of pupils. The timetables were revised each half term to ensure the needs of all pupils are met and a provision map was updated to ensure coverage of support, by the SENCO. There were an additional three Teaching Assistants who are also timetabled to provide targeted support to our pupils who have been identified as being 'Significantly at Risk' or 'At Risk' of not reaching age-expected levels in Reading, Writing or Maths. Seven teaching assistants (TAs) have supported alongside the class teachers, delivering specialised programmes and offering general classroom support.

External agencies

To meet the needs of our children this year, the SENCO and appropriate staff have liaised with and/or had meetings with the school's Educational Psychologist, Speech and Language Consultants, the School Health Visitor, the School Nurse, Occupational Therapy, Ophthalmic, and Disability Services. School have also sought support from the Specialist teachers for SEMH and ASD. School have made referrals to the Mental Health Support Team too who have worked closely with school. The Play Therapist has also worked alongside a number of our pupils too.

Secondary school liaison

We continue to maintain links (meetings/visits/telephone calls) with our local secondary schools and have had liaison meetings with other special needs staff in our partnership to ensure information is passed on to schools prior to transfer. Special attention is also made for younger SEND children transferring to other schools, pre-schools and nurseries.

Staff development

Lots of our Teaching Assistants have attended training for Speech and Language Programmes. All Teaching Assistants have had training on Positive Handling – Team Teach. Teaching Assistants who have been delivering specific Speech & Language programmes have attended training provided by the Speech & Language Service alongside parents. Whole staff training has taken place for Mindfulness. The SENDCO has attended SEN Network meetings throughout the year. A weekly meeting is led by the

SENDCO for Teaching Assistants who do not attend staff meetings. This ensures they are kept informed about school developments and are able to feedback to the SENDCO about how things are progressing with interventions.