

Our children will be ready for their future, as respectful and responsible members of the community



Westminster Primary Academy **SEN Information Report 2020- 2021**

At Westminster Primary Academy we recognise that children learn at different rates and that there are many factors which can affect a child's achievement. The purpose of our SEN Information Report is to describe the variety of ways in which we are able to support and meet the needs of children who experience barriers to their learning at our school.

This 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)

1- SENCO

Our **SENCO (Special Educational Needs Co-ordinator)** is Mrs Susan Collins. Mrs Collins has completed the **National Award for Special Educational Needs and Disability Co-ordination**.
Contact: 01253 621703

Westminster Primary Academy SEN and Overcoming Barriers Team

Mrs Sarah Norbury, Mrs Tracey Powell and Mrs Joyce Webster (Learning mentor and teaching support)

2-Our SEND provision

At Westminster Primary Academy we have high expectations for all our children, recognising all educational achievement. We provide an inclusive learning environment that meets the needs of all children enabling them to reach their true potential. Lessons are differentiated, planning is adapted and teaching styles and resources are varied to meet the different learning styles of our children. The SENCO works closely with external agencies in order to support teachers and in turn children. Teachers and teaching assistants update their skills and knowledge through continuous professional development via a variety of training opportunities. Some of our

teaching and support staff have additional training and qualifications, some examples are listed below (non exhaustive list)

First Aid Training	Better Reading Partnership
Epi-Pen Training	Elklan training-Speech and Language
Paediatric Diabetes training workshop	Autism Champion
Positive Handling (Team Teach)	Supporting Children with Autism
Early Help Assessment	ESP multi-skills sport training
Working Together Level 1 (Child Protection)	Hanen-Early Talk Communication
Working Together Level 2 (Child Protection)	Coaching Levels 1 &2
Mental Health First Aid	Attachment in the classroom
Bereavement Training	Skills Streaming (social problem solving)
Reach Project - Adverse Childhood Conditions	Nurture UK
Talk Boost	Diabetes Training
Letters & Sounds	

Our Provision Model

Pupils identified as requiring SEND support will have their needs met at either the **Universal**, **Targeted** or **Specialist** level.

Universal (no formal plan)

Universal provision covers all pupils and includes **Quality First** (High Quality) teaching which differentiates for basic needs. Need which can be met through practical adaptations may also sit at the universal level if it supports access and removes barriers to learning. The pupil's needs may be described as part of wider provision within school. The plan moving forward is for these pupils to have a SEND Passport.

Targeted (SEND Edukey Support Plan)

Pupils on a support plan will generally require a targeted approach to meet their identified needs. At Westminster this will be recorded on an Edukey support plan which clarifies the adaptations that are being made for a child or young person.

Specialist (Education, Health and Care Plan) EHCP

Pupils who have complex, severe or life-long learning needs and require continued additional support in school may be assessed as needing an Education, Health and Care Plan (EHCP) which

provides a statement of need. The SENCO would complete the referral paperwork and send it with supporting documents to the Local Authority for Statutory Assessment. The Local Authority

will collaborate closely with parents/carers and the agencies involved in order to make their decision. Parents/carers should be aware that Statutory Assessment does not always lead to an Education Health and Care Plan being issued. In this circumstance, parents/carers have a right to appeal the decision.

Provision at Westminster

Provision at Westminster includes many different interventions, strategies and support including:

Nurture Room

The purpose of the **Nurture Room** is to strengthen the emotional wellbeing and resilience of pupils with SEND by providing opportunities to gain, build and maintain positive social interaction in a respectful , fun and caring environment.

Learning Hub

The purpose of **Learning Hub** is to provide an individualised curriculum that meets the needs of pupils in KS1 who are working at pre-Key Stage levels.

3.How will we know if your child has SEND?

We recognise that many children, at some point in their school career, may experience difficulties with their learning and we understand that these may be short or long term. Early identification at Westminster Primary Academy enables us to adapt teaching and learning to best meet the child's needs.

At Westminster Primary Academy, teachers regularly assess children's progress in Reading, Writing and Mathematics as part of the whole school assessment cycle. A termly progress review is held between the class teacher and Phase Leader (KS1 or KS2) where individual children's progress is discussed to inform future actions as appropriate.

Based on the school's assessment data, observations and following a discussion between the class teacher, SENCO and the parent/carer, the child may then be identified as needing either:

- ❖ **Universal (no formal plan)**
- ❖ **Targeted (SEND Edukey Support Plan)**
- ❖ **Specialist (Education, Health and Care Plan) EHCP**

For some children who may not be making as much progress as expected intervention or 'catch up' programmes will be discussed and implemented. For other children it may be appropriate to seek advice from outside agencies, in these cases the consent of the parent/carer will always be sought.

There may be other times throughout the year when teachers may have concerns regarding a pupil who may have or develop an additional need. In this case they will initially discuss their concerns with the year group **Phase Leader** who may then refer the pupil to the **SENCO**, who will in turn invite the parent/carer into school to discuss an action plan. At Westminster Primary Academy a **Graduated Approach** is used when implementing action plans and outcomes are evaluated at regular **Assess, Plan, Do and Review** meetings to which parents, carers, teachers and children are invited.

All parents/carers are invited to attend the yearly Teacher Consultation Evening held in the Spring Term. Termly progress reports are sent to parents/carers in the Autumn and Summer term and a meeting with the class teacher can be arranged should parents/carers wish to discuss the report further. A progress report is sent to parents/carers at the end of each academic year.

The SENCO and class teachers are also available at other times throughout the year to meet with parents/carers to discuss any concerns. The meeting will be arranged at a mutually convenient time and, if appropriate, other professionals may be invited to attend.

4-How the school develops training and adapts its curriculum to meet the needs of the children with SEND.

At Westminster Primary Academy we aim to provide an exciting, engaging, evolving, relevant and innovative curriculum which inspires our pupils with an enriched learning experience. Teachers plan differentiated learning opportunities to meet the needs of all groups of children in their classes.

We aim to create a learning environment where children are empowered to develop independence, seek to challenge themselves and know how to improve their work. Marking and feedback identifies clear learning objectives and success criteria for all children, creating

Personalised Learning approach. Our marking policy celebrates children's successes whilst clearly identifying their next steps.

A child with SEND may experience one or more types of support as outlined below:

- ❖ **Quality First Teaching** - Your child will experience a range of different teaching styles and resources that allow them to be fully involved in their learning. This may involve making the learning more practical or visual. The SENCO may advise on specific strategies.
- ❖ **Group Work / 1:1 support** - This support is for children who may have specific gaps in their understanding of an area of their learning. This intervention may be delivered by the class teacher, teaching assistant or member of the school SEND team. Progress will be carefully monitored and any concerns will be discussed with the SENCO. If a child continues to make little or no progress, despite School Additional Provision (SAP), they may be classified as 'school concern'. This recognises that the support may need to remain in place but does not yet require a referral to outside agencies.
- ❖ **SEND Provision** - If a child, over a sustained period of time, continues to work at a level substantially below age-related expectations despite well founded SEN support it may be agreed to seek outside agency advice. This might be, for example, to seek the advice of an Educational Psychologist. Children who are accessing outside agency support in this way will be placed on the school's SEN register.
- ❖ **Multi-Agency support** - Children who have complex, severe or life-long learning needs and require continued additional support in school may be assessed as needing an **Education, Health and Care Plan (EHCP)** which provides a statement of need. Please refer to Appendix 1 for areas of SEND and how school supports these areas internally and through outside agency involvement.

5 - How will you know if your child is making progress towards their targets?

Pupil progress data is submitted three times a year. The senior leadership team, SENCO, Class Teachers and Phase Leaders analyse the data looking for any issues or concerns.

A professional discussion takes place and interventions are identified that will support individuals or groups of children who are underachieving or exceeding their targets. Any children that require additional support are identified at this point. All children are encouraged to have regular discussions with their class teacher about their progress.

6 - How we ensure that your child has a successful transition from one provision to another.

We have good links with our local high schools and academies who make arrangements to see all their new children before transition. This takes place during their final term at Westminster. Children with Special Educational Needs, disabilities or medical conditions are offered the opportunity to make additional visits to their chosen high school during this period. The child,

parent/carer and SENCO (in liaison with the SENCO at the receiving school) jointly plan these additional visits.

We work closely with our Nursery providers to identify children who may require additional support or early intervention on entry to the Reception class and encourage all new children to attend Stay and Play sessions in the Summer Term.

Children new to Westminster Primary Academy or joining as Non-Routine Admissions during the academic year will be offered an induction meeting with a member of the Family Engagement Team and the SENCO.

By ensuring that any concerns around transition are addressed, we aim to ensure that your child is able to feel confident, positive and well prepared for the next stage in their school career.

7- How school secures additional services and expertise.

As a parent/carer you will be consulted if a referral needs to be made to seek additional advice and support for your child. After this discussion a referral into the appropriate service can be made.

Here is a list of some of the additional services and professional bodies used by Westminster Primary Academy that are available to provide support, following a referral to children and families. Names and contact numbers are available through the school.

- ❖ Blackpool SEND team (Advisory Teachers)
- ❖ Pupil Welfare Officer
- ❖ Child Adolescent Mental Health Service (**CAMHS**)
- ❖ Pupil Wellbeing Practitioners (**CAMHS**)
- ❖ Young Carers
- ❖ Children's Advocacy
- ❖ Speech and Language Therapists
- ❖ Occupational Therapists
- ❖ Physiotherapists
- ❖ School Nurse
- ❖ Parenting Team
- ❖ Educational Psychologist
- ❖ Behavioural Advisory Teacher (**BAT**)
- ❖ Trinity Hospice
- ❖ NSPCC
- ❖ Sensory Services Advisory Teachers-Teachers of the Deaf and Visually Impaired
- ❖ Physical and Motor Difficulties Advisory Teacher
- ❖ Walk and Talk - Individual 1:1 Counselling

Links to these and other services can be accessed by the Blackpool Local Offer.

www.blackpool.gov.uk/localoffer

8 - How do we know if our provision is effective?

Date: October 2020
Review Date: October 2021

Each term children's progress is assessed by their teacher. The progress individual children have made is measured. This data is then presented on the school's tracking system and referenced at the pupil progress meeting. Any areas of concern or less than expected progress are identified and discussed taking into account any changes to a child's personal circumstances, home or medical needs as well as performance in school.

At these meetings, areas of need can be identified and pupils can be supported individually or in a smaller group with further intervention if required.

Pupils may require additional support for learning, behaviour or emotional well-being. An individual action plan will be put into place which will be reviewed after a short period to measure impact. This is called an '**Assess, Plan, Do and Review (APDR) cycle**' - Pupils with Special Educational Needs are set targets which are reviewed termly as part of the cycle of **School Additional Provision**. Parents and carers are invited to the reviews and can contribute to target setting.

9 - How we make our facilities available to all.

Westminster Primary Academy reviews the provision that has already been put into place to make the school site and premises accessible for all learners. The school has ongoing actions to develop the physical environment, improve the delivery of written information to parents and constantly seeks to improve access to the curriculum for all children.

- Westminster Primary Academy's admission arrangements, provision and facilities aim to prevent pupils with disabilities being treated less favourably than other pupils (Equality Act 2010). The Academy is committed to improving the physical environment of the school for the purpose of:
 1. Increasing the extent to which pupils with a disability are able to take full advantage of the education, benefits and services provided.
 2. Improving the delivery (to pupils with a disability) of information which is readily accessible to pupils who are not disabled. (The Special Educational Needs and Disability Regulations 2014)

10 - The expertise within the SEN and overcoming barriers teams.

All staff have access to relevant training to support the needs of children in school. They enhance and update their skills through continuous professional development. Staff training is linked to the needs highlighted on the School Development Plan. Staff feedback to their colleagues, usually via staff meetings and specific teaching assistant meetings.

Training is accessed through FCAT Academy group, Local Authority or outside agencies. Members of the SEN and Overcoming Barriers Team are able to provide support with Speech and Language programmes, attention, balance and coordination intervention, Occupational and

Physiotherapy support and can also provide counselling or mentoring support for children in school.

11 - Our extra curricular opportunities.

Westminster Primary Academy offers a variety of breakfast, lunch and after school clubs which are available to all our children. These are wide ranging and have included Science Club, Choir, Film Club, Orchestra, Book Club, Football, French Club, ICT Club, Sports, Sewing, Dance and Drama Clubs.

All staff involved in the delivery of these sessions are fully aware of any pupils who may encounter difficulty in accessing activities and make adjustments accordingly. Additional staff provide 1:1 support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to assess any potential hazards. Registers are kept for all extra curricular activities. Parents/carers are regularly informed about various clubs and activities for children with SEN within the community.

12 - Arrangements made by the Governing Body for the treatment of complaints from parents of pupils with SEND concerning the provision made by school.

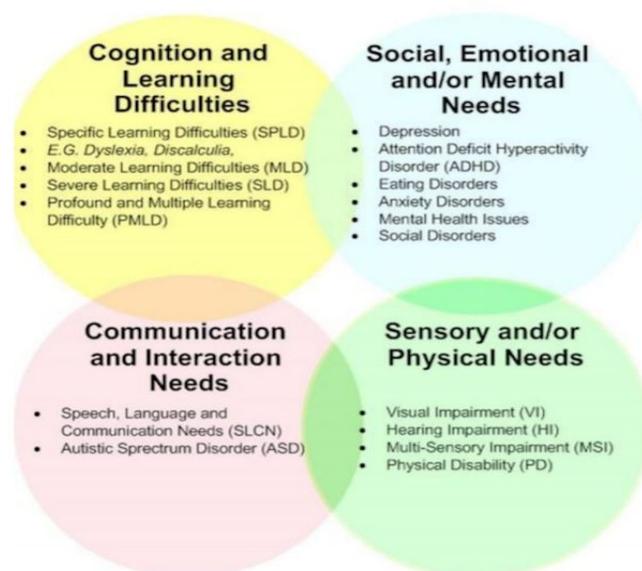
The treatment of complaints should follow the school process. Complaints in the first instance to the Principal, then followed up by the Chair of Governors where necessary.

13 - The Blackpool Local Offer

Further information about Blackpool's Local offer can be accessed by using the link Blackpool Local Offer www.blackpool.gov.uk/localoffer

Appendix 1

Areas of SEND



Areas of SEND	Providers
Communication and Interaction	<i>Referrals can be made to:</i> NHS Speech and Language Therapy Service, Local Authority Speech, Language and Communication Advisory Teacher, Behaviour Advisory Teacher, CLAS Team, SENCO Eklan
Cognition and Learning	Local Authority specialist advisory teacher SENCO, Educational Psychology Service or Independent service providers for Educational Psychology.
Social, Mental and Emotional Health	Family Engagement Team in school, SENCO, SEMH Local Authority Advisory Teacher, School Nursing Team, Lunchtime club provision, CLAS Team, DEN Therapy, CAMHS-Child and Adolescent Mental Health Service School Counsellor Children's Advocacy
Sensory or Physical Needs	SENCO, Sensory Services, Physical Difficulties Local Authority Advisory Teacher, or CLAS Team, School Nursing Team, Occupational Therapy, Nurse/GP,

Sue Collins

(SENCO) Reviewed October 2020

Formal review by Governors November 2020

Supporting Documents

Westminster Academy SEND Policy can be found on the Academy website.



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The best we can be