

West End Primary School SEND Information Report 2022

At West End we are committed to working with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

A Graduated Approach to children with Special Educational Needs and Disabilities (SEND)

At West End we have a graduated approach to children with additional needs.

This year most of our children are able to access the universal offer. This means they are working at age related expectations, above them or just below them. Children may be having additional support e.g. interventions/ extra reading/ medical / attendance support but they are making progress. Where a child is requiring additional support because they are not making as much progress as expected, they are provided with a pupil plan and individual provision map. This could be for various reasons within SEND. If a child has a pupil plan, they will be placed on the school's SEN register. Following intervention if a child continues to not make expected progress they are seen as requiring additional support. At this point other external agencies will be consulted in order to support the child.

If the child is still not making sufficient progress then we would work in conjunction with parents and consider a request for an Education, Health and Care Plan or an assessment by another external agency.

<p>How does the school know if pupils need extra help?</p>	<p>Needs are identified and tested by the school in different ways. The new Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.</p> <ul style="list-style-type: none">• Communication and Interaction (speech and language difficulties or autistic spectrum disorders)• Cognition and Learning (general or specific).• Emotional, Social and Behavioural Development• Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties). <p>The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at West End Primary are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.</p> <p>At West End School, we recognise that students make progress at different rates. Therefore, students are identified as having SEND in a variety of ways, including:</p> <ul style="list-style-type: none">· Liaison with the previous setting such as pre-schools, nurseries or schools· Concerns raised by parent/carer· Concerns raised by a teacher- The pupil is performing significantly below the expected levels
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- Liaison with external agencies e.g. educational psychologists, paediatricians, occupational therapists or physiotherapists.

We believe early identification is vital. The school uses appropriate screening and assessment tools from both in school resources and, where needed, outside agency support. By gaining accurate and informative assessments, the school can gain an understanding of the child's needs, which enables the planning and delivery of effective interventions.

Assessment of progress is part of our day-to-day teaching, with more formal assessments of reading, writing, grammar, punctuation, spelling and maths, taking place half termly. The class teacher and the SENDCo also use other assessment tools which breakdown the learning into smaller steps and provide detailed and accurate indicators. The class teacher and SENDCo assess and monitor the children's progress against their previous achievements and national expectations.

Assessment without levels is now established within the school and staff are using the National Curriculum end of KS1 and 2 Interim Frameworks and the Lancashire Key Learning document. Staff decide, following assessments, if the children are entering, developing or secure at the age appropriate expectations. For those children on the SEND register previous year group expectations may be assessed as well using PIVATS assessments, if appropriate. The school has purchased the New PIVATS assessment documentation and is using it to support our assessment for SEND children.

Children with SEND have a pupil plan which identifies targets the children are working towards and strategies to achieve them. Parents are given a copy of these action plans and these are reviewed with parents at least once a term.

If a child has an Education, Health and Care Plan (EHCP) the school ensures that they have sufficient support to meet the outcomes. Any child newly identified as having needs great enough to require statutory assessment may receive an EHCP. The school works with Lancashire County Council and its SENDO to hold annual and transition review meetings of EHCPs. The school prepares a report and contributions from all the professionals around the child are encouraged.

	<p>The Head Teacher reports in detail to the governors termly on the progress of SEND children and the effectiveness of interventions that have taken place. If you, as a parent, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with Helen Lavelle, the school Special Educational Needs and Disability Co-ordinator. (SENDCO).</p> <p>The SENDCo meets staff to discuss SEND pupils, to identify the children's strengths, progress, next steps and effective strategies to achieve their targets. During the meeting the action plan targets will be reviewed and new targets set if appropriate. If children are not making sufficient progress towards their targets this is discussed and the target may be adapted into smaller steps or a different approach may be tried. Other assessments from external agencies will also be discussed if appropriate.</p> <p>Mrs Kitson, Mrs Barr and Miss Lavelle are our Mental Health Champions for the school. They are able to access training and support for the school and pupils in this role.</p> <p>This year we will be using Thrive approach and Rhythmic Movement Techniques to assist us in identifying children with social, emotional and mental health issues and to provide strategies to use to improve the child's wellbeing.</p>
<p>What should I do if I think my child has SEND?</p>	<p>If you, as a parent/carer, have concerns regarding your child's progress, then you should make an appointment to see the class teacher along with the school's special educational needs and disability co-ordinator (SENDCo). Miss Lavelle is our SENDCo and can be contacted on 01524 411227 or via the school office email hlavelle@westend.lancs.sch.uk</p>
<p>How will I know how my child is doing?</p>	<p>West End Primary School believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support.</p> <p>Our school will use appropriate screening and assessment tools, and ascertain pupil progress through the following:</p> <ul style="list-style-type: none"> • Evidence obtained by teacher observation/ assessment.

- Their performance judged against the school's assessment grids.
- Pupil progress in relation to objectives in English and Maths.
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations from outside agencies.
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results (Y2 and Y6)

Pupil Plan monitoring from class teacher and SENDCO

All children on the school's SEN register will be monitored using a graduated response. This involves the assess, plan, do, review cycle. Assess: - decide what your child can/can't do now Plan: - decide how to use your child's strengths and develop his/her weaknesses Do: - put the plan into effect Review: - decide what progress your child has made This is a continuous cycle and it is how we judge whether any additional intervention has had an impact and will inform what we do next. Throughout the process you will be involved in the decision making for your child. The governors will be kept informed through the Annual report to Governors and termly reporting from the SENDCO and Head teacher. Pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo. The SENDCo and teacher

	<p>will review the approaches adopted. Where support additional to that of normal class provision is required, an intervention or extra support will be set up.</p> <p>When a child takes part in an intervention, the child's progress will be monitored to measure the impact which this is having upon the child's learning. This monitoring may be weekly, half-termly or termly, depending on the intervention or child's needs. The impact will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, the provision will be revised and new methods considered.</p> <p>Where concerns continue, outside agencies will be involved to give parents and staff advice on provision. Parents will be consulted at every stage. Parents contribute and take part in Annual Reviews for children with an Education Health Care Plan and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.</p> <p>As part of the Graduated Response, some children, who have more complex needs or those who do not make progress through the use of a Pupil Plan, may be seen by an Educational Psychologist. The Educational Psychologist will speak to both school and parents. They will also carry out observations and assessments of the child in order to identify areas of need. These will then be used to produce a report which identifies suitable targets and strategies which can be used. The SENDCo will work alongside the child, parents and teacher to produce a SEND Support Plan which details strengths, areas of need and identifies longer term targets.</p>
<p>What is West End's approach to teaching children with SEND?</p>	<p>West End understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The class teacher caters for the child's needs through the delivery of the curriculum throughout the day. Interventions, either one-to-one or small group, are delivered either by the class teacher or a teaching assistant. However, this is overseen and monitored closely by the SENDCo (Miss Lavelle). Every staff member working with the child will have an important role to play. They are aware of the school's policies and procedures and are updated where appropriate.</p> <p>Following identification of SEND we follow a graduated programme of Assessment, Plan, Do and Review. This approach enables staff to identify the children's areas of need, plan a programme to address the need, give time to deliver the programme and then review its impact against the targets.</p>

	<p>Staff continually monitor the impact of the strategies and adapt if necessary. The children and parents/ carers play an active part in this process.</p> <p>Miss Lavelle and/or Mrs Kitson will attend the Team Around the Family meetings (TAF) for those children who have a Common Assessment Framework (CAF). Staff now complete a written rather than verbal report for the meeting which highlights significant changes since the last meeting. Also in place is a system for recording actions to be completed following SEND and TAF meetings.</p> <p>The SLT meet to discuss the progress of SEND pupils. Staff will review the progress of the children and discuss if any further interventions are required or external agency referrals to be completed.</p>
<p>How will the curriculum and learning environment be matched to meet my child's needs?</p>	<p>Children with SEND participate fully in the whole curriculum and advice is sought to ensure this is achieved in the most effective way. It is the class teacher's role to differentiate resources and activities to ensure they can access the learning. This means that teachers may plan visual, auditory or kinaesthetic activities, small group or 1-1 learning, over learning topics, pre teaching content or vocabulary provide additional apparatus or materials etc.</p> <p>Where needed, we work closely with specialist teachers to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.</p> <p>The learning environment in KS1 supports children with SEND where too much colour has a negative effect on learning. When staff are adding information to support learning, this is displayed as lessons are being taught so the children know where to locate the information during lessons. This stays up for a period of time so that staff and pupils can refer to it but is then removed.</p> <p>The Year 1 class has an outdoor area which is used to support the transition between the Reception class and Year 1 for children who are still accessing the Early Learning Goals and where a more formal curriculum is challenging.</p> <p>During the planning stage of any trips, parents of pupils with SEN maybe consulted about how best to include your child whilst staying within health and safety guidelines. Your child is entitled to reasonable adjustments being made to any school trip or to an equivalent alternative being offered.</p>

<p>How do we know if what we provide for the children is effective?</p>	<p>There are several ways we assess the effectiveness of the support given:</p> <ul style="list-style-type: none"> · We see evidence that the pupil is making progress academically against national or age expectations or that the gap is narrowing. This may mean they are catching up with their peers or age expectations · Verbal feedback from the teacher, SENDCO or external agency. This may be given to parents/carers in reviews, parent evenings or informal meetings. · Formal or informal observations of the pupil at school. · If pupils make sufficient progress, they may be moved off the Pupil Plan and intervention programme back to the universal offer. <p>During IAM meetings the progress of all pupils with SEN will be discussed. Staff will look at their Acton Plan targets and progress against year group expectations / Early Learning Goals / PIVATS. On the IAM record, staff will record which children with SEN are participating in interventions. The targets of these interventions will be recorded on their Level 2+ Action Plans and the strategies used to achieve the targets. There may also be further targets</p>
<p>How are the staff trained and kept up to date and if we need more expert help and advice, what do we do?</p>	<p>At West End Primary, we have a dedicated Special Educational Needs Co-ordinator, Miss Lavelle. She is an experienced teacher who attends regular update meetings and training within the area of SEND and shares the relevant information with staff. Miss Lavelle holds the National Award for Special Education Needs Coordination.</p> <p>We are committed to ensuring all staff are trained to meet the additional needs and their knowledge is updated when necessary. As a school we work closely with a range of external specialist services which are relevant to our pupils needs. We dedicate part of our budget to external agency support to ensure children can be assessed accurately and, in turn, staff can receive the appropriate training and</p>

support. The support we buy in includes Speech and Language Therapists, Educational Psychologists, a RMT Specialist, and Specialist Teachers.

Further advice and assessment is also provided through liaison with outside agencies such as the SEND local authority team, Speech and Language therapy, Physiotherapy or Occupational therapy. If additional guidance is required school can access Educational Psychology and Children's Adolescent Mental Health Service support (CAMHs).

The school often leads **Team Around the Family Meetings (TAF)**. This is a meeting where parents and all of the professionals working with the child and/or the family meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for.

School staff have received training on Dyslexia, Autism, SALT and precision teaching. The advice given during training is being implemented into classroom practices.

All staff undertook mandatory Level 1 Safeguarding Training in September 2021. The focus was on general child protection as well as the 'Prevent' agenda (CSE / FGM / radicalisation) This is revisited weekly in the TA meeting and any updates or changes are discussed.

Miss Lavelle attends Local Authority SENDCo meetings where she is kept up to date with current SEND issues.

A WELCOMM screening assessment is made in the Reception class. Children are identified during this process for an intervention programme which support children in Reception if spoken language is an issue. In addition, we refer children to a Speech and Language Therapist who works in the school on a regular basis. In addition to her written advice she provides additional training for the staff.

This year staff training will focus on supporting lower attaining pupils in reading and writing. Staff will identify effective strategies for supporting SEND pupils in lessons so they can access learning as well as their next steps.

<p>What support will there be to provide for my child's overall well-being?</p>	<p>Our staff team believe in building high quality, positive relationships with the children in order to develop high self-esteem.</p> <p>The class teacher has overall responsibility for your child's wellbeing whilst in school, and as such will be your first point of contact. The class teacher will liaise with the SENDCo for additional support with any pastoral care.</p> <p>We also have Learning Mentors, Mrs Barr and Mrs Kitson, who work closely with parents and children to offer support. In school, Mrs Barr and Mrs Kitson supports children 1-1 or in small groups to develop social and emotional skills, as well as working alongside parents. Where there is a need, referrals are made to various charities, support groups or specialist teachers to gain more advice and provision.</p> <p>As a school we have a very positive approach to behaviour management. If a child struggles to regulate their own behaviour, a Thrive action plan is written alongside the child to identify specific issues, put relevant support in plan and set targets.</p> <p>Attendance of every child is monitored on a daily basis by the office staff and class teachers. Lateness and absence are recorded. Support is given to families if attendance is an issue.</p> <p>Playtimes are supervised by teachers and teaching assistants. Lunchtimes are supervised by lunchtime staff who are generally teaching assistants.</p> <p>Parents can access the Anti-Bullying Policy on the school website.</p> <p>All medicine is recorded in a medicine folder along with dosages and frequency and parents sign medical forms to grant authorisation to the school to administer to their child. All medicine that is brought into school is kept safe by the office staff.</p> <p>If a child needs a health care plan, this will be drawn up through discussion with the parents, school nurse and Mrs Barr. A copy of a child's health care plan is kept in every classroom. Any specific</p>
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	<p>issues will also be shared with all staff members to ensure all staff are aware of a child's specific health needs as necessary.</p> <p>A list of first aiders is kept next to first aid boxes in corridors and shared learning areas. In addition, training has been given to key members of staff to enable them to deliver the correct medical support required to children with specific diagnosed conditions.</p> <p>Meetings with the school nurse can be requested at any time, either through the class teacher, the school office, Learning Mentors or SENDCo.</p> <p>Children who require physiotherapy or occupational therapy will initially be seen at the appropriate clinic but therapy can be provided in school if agreed by the parents and the appropriate therapist.</p> <p>Risk assessments are done daily in each class and overseen by each class teacher. There are Risk Assessment on the school server for any products which are used. All trips are risk assessed using the Evolve Website.</p> <p>The school continues to develop links to other external agencies whom we might use to support children and families in the future such as Barnardos and Child Action North West</p> <p>Mrs Barr and Mrs Kitson, our Learning Mentors, support children and families with social, emotional and behavioural difficulties.</p> <p>At lunchtime, children are able to access the Sunshine Suite, Rainbow Room, the ICT suite or access an alternative indoor, quiet area.</p>
<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher or Mrs Barr. Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at our school. For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place. Please also let your child's class teacher and the SENDCO know if your child develops medical needs during their time in school.</p>

	<p>The school has adopted Lancashire County Council's First Aid and Medicines policy that it strictly adheres to and under certain circumstances medicines can be administered after consent forms have been completed. First Aid training and specific medical training for supporting children with medical needs is co-ordinated by the Deputy Head and reviewed regularly</p> <p>Several members of staff have taken part in paediatric first aid training. This enables the school to always take a first aider on trip and every phase in school to have a first aider available. This makes it easier to support children with medical issues. In addition, specific training has been taken place to enable staff to support children with medical conditions such as diabetes..</p>
<p>How does West End involve children in their education and in the decision making process?</p>	<p>At West End we encourage children to be involved in their education through;</p> <ul style="list-style-type: none"> · taking an active part in all lessons · responding to marking and feedback · reflecting on their learning and sharing how they feel they are progressing during the course of their daily learning journey · completing homework tasks · contributing to the 'All About Me' profile prior to a request for Statutory Assessment · reviewing their pupil plans or EHC plan <p>Common Assessment Framework (CAF) and Team Around the Family (TAF) documents have changed. The changes ensure the CAF is aligned with the updated Continuum of Need/Thresholds Guidance, and the newly established Risk Sensible approach to practice within the county. The principles of the CAF remain as before, aiming to make a holistic family assessment, working with families throughout.</p> <p>The new CAF introduces the language of risk in line with the Risk Sensible model, encouraging the consideration of High Risk Indicators (HRIs); Underlying Risk Factors (URFs) and unmet needs during assessments.</p>

	<p>The process identifies unmet needs and works with the family to highlight strengths and protective factors, identifying appropriate actions to address the needs. The voice of the child, young person and family is encouraged throughout the process.</p>
<p>How will the school support my child in starting school and moving on?</p>	<p>Parents are invited to meetings before their child starts school to share information about home and school. Home visits are offered and the Reception staff visit nursery providers to meet the children before they start at West End. We also hold after school sessions in the summer term so the children meet staff, their peers and familiarise themselves with the classroom environment. Children start school part time for the first two weeks to allow them time to settled in. Parents can discuss with the Head Teacher if they feel that their child would benefit from a longer transition period.</p> <p>Moving year groups:</p> <p>Transition meetings are held each year to ensure information is passed from one teacher to another. Children also spend a few days with their next class teacher near the end of the Summer Term.</p> <p>Year 6</p> <p>Access arrangements are used for children who need additional support when sitting examinations such as SATs. This includes one to one support when necessary, timed breaks, additional time or working in a quiet setting in a small group to aid concentration.</p> <p>Each year pupils visit their forthcoming Secondary school for taster sessions and also Secondary Teachers from the local schools visit to help ease transition from Year 6 to 7. Pupils are identified who need additional transition visits and a programme of visits is organised during the summer term.</p> <p>Where a reader has been required during lessons in Year 6 staff identify this as SR.</p> <p>Transition meetings between parents and staff from both schools can also be arranged as necessary and will usually be held for children with an Education, Health and Care Plan.</p>

<p>How accessible is the school both indoors and outdoors?</p>	<p>To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school via the Main entrance and Key Stages 1 and 2 doors are on a single level and wide enough to accommodate a wheelchair if necessary. The office area has a lowered hatch area which is more accessible for disabled visitors. We have two accessible disabled toilets which are available for wheelchair users if the need should arise.</p> <p>Specific personal needs are met at every level and new needs would be addressed for future pupils or adults if the needs arose and the relevant professionals will be sought. Parents will be consulted to remove all possible barriers to learning. Class risk assessments ensure daily monitoring of a safe environment.</p> <p>The governing body recognises its three key duties towards disabled students:</p> <ul style="list-style-type: none"> • not to treat disabled students less favourably for a reason related to their disability; • to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage; • to plan to increase access to education for disabled students. <p>We recognise our general duty to:</p> <ul style="list-style-type: none"> • promote equality of opportunity between disabled people and other people; • eliminate discrimination; • eliminate harassment related to a disability; • promote positive attitudes towards disabled pupils. • encourage participation by disabled people in public life <p>The Single Equalities Action Plan can be found on the website.</p>
<p>How are the school's resources allocated and matched to pupils' SEND?</p>	<p>The whole school SEND provision map outlines the range of interventions available in school to meet children's additional learning needs. Each class has a half termly plan that records the type of intervention a pupil is receiving and duration. Staff meet with the Senior Leadership Team to discuss each individual's achievement on a termly basis. Resources are allocated depending on the level of need within a class.</p>

	Miss Lavelle is using the SEND provision map to identify SEND needs across the school so that resources can be directed effectively to meet the needs of children. Budgets set for the following year will be based on the analysis of the provision map.
How are decisions made about how much support my child will receive?	The school operates a graduated response to children's additional learning needs. Initially, support will be provided through differentiated tasks with the classroom alongside additional teacher or teaching assistant support to ensure your child is able to achieve their targets. Further support can then be provided through small group activities that are additional to the resources provided for all children. If children require a higher level of support, they will then receive individual support to address their specific learning difficulties.
What should I do if I have a concern or complaint about the provision for my child?	As a school, we pride ourselves on listening to our school family and acting upon any issues raised. Complaints concerning Special Needs Education should be directed firstly to your child's class teacher or SENDCO (Miss Lavelle). If you are not satisfied that your concern has been addressed, speak to the Head Teacher (Mrs Cliff). If you still feel the issue is not resolved, the SEND Governor (Maureen Nash) of the school can be contacted via the School Office.
Where can I find information about the authority's Local Offer?	As part of Lancashire County Council, the Lancashire Local Offer should be your first point of reference for any further information. This can be found at: http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx A link to West End's Local offer is available above. The Independent Support and Advice Service: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support