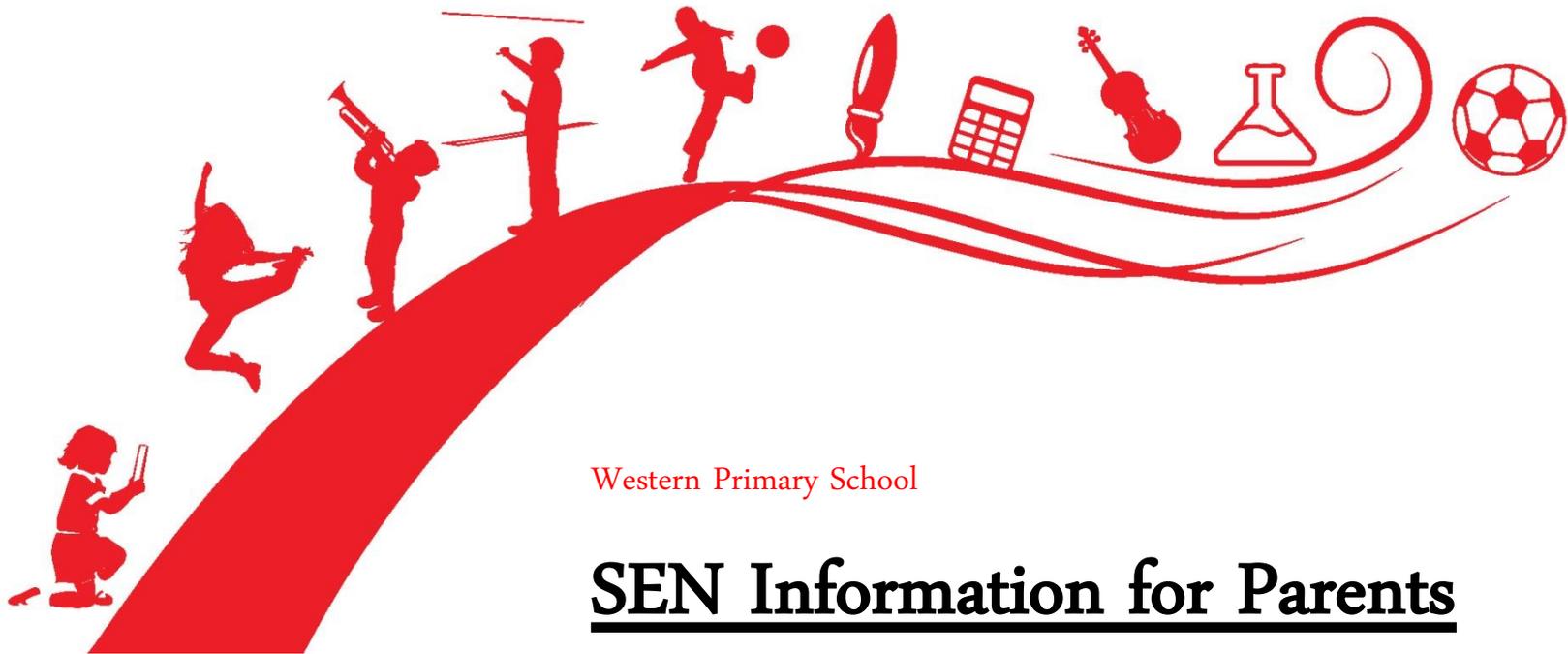


Western
Primary School

CREATING SUCCESS STORIES



Western Primary School

SEN Information for Parents

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Click here (in slide show view) to read North Yorkshire's offer for children with SEND:

<http://www.northyorks.gov.uk/article/26714/What-is-the-local-offer>



Definition of SEND (Special Educational Needs and Disabilities)

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Provision for all Learners

All staff at Western are committed to providing quality first teaching so that all children can make good progress with learning.

Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. Teachers understand that children learn in different ways.

The school has a named Governor for SEND.

Recording Provision

Children who have been identified as needing some additional support will have their strengths and learning needs recorded on an individual inclusion passport.

The inclusion passport includes signposts that the child is working towards in order to make progress.

Progress is reviewed at least every term and for some children at more regular intervals.

Interventions

At Western we are able to offer a wide variety of interventions to support the learning needs of our children.

Interventions are carefully monitored in order to ensure that they have an impact on children's learning.

Staff receive regular training and support provided by a number of different agencies.

All interventions are recorded on a provision map each half term.

Extra Adult Support

Western has a large number of skilled teaching assistants who support both individual and groups of children throughout school.

Our aim is to support children in becoming independent and confident learners.

Staff receive regular training in different areas of SEND.

Inclusion Team

The inclusion team support the needs of learners throughout the school. They have specific roles to support individual and group needs (in and out of class as appropriate):

Miss Thompson - SENCO/ Inclusion Manager

- Literacy interventions
- Reading Intervention/ Accelerated reading
- KS1 Support
- Behaviour Support
- Maths interventions
- Speech and Language Support
- Quiet Room (Pastoral provision)
- Parental support
- Attendance manager

Expected Progress

(Changes due during academic year 2014-15 linked to the new curriculum)

When children enter primary school there are national expectations which are the average levels for children at the end of an academic year/key stage. Up until the changes being implemented this year, expected levels at the end of each year group were:

Y1 1b/1a

Y2 2b/2a

Y3 2a/3c

Y4 3b/3a

Y5 3a/4c

Y6 4b/4a

Not all children will achieve these national expectations.

Progress of all children is reviewed regularly to make sure that they are making expected progress at their own level.

Parents have the opportunity to discuss their child's progress at the parent/teacher consultation.

Extra Support

Sometimes it is helpful for the school to request some additional support from an outside agency.

Western school has good working relationships with professionals from the following services:

The Educational Psychologist & Early Years Support Service

Educational Social Worker

Speech and Language Therapist

Occupational Therapists

Young Carers

Enhanced Mainstream School for Speech, Language and Communication

Enhanced Mainstream School for Specific learning Difficulties

ASCOS – Autistic Spectrum Condition Outreach Service

School Nurse and Health Visitor

Sensory, Physical and Medical Teaching Team

Physiotherapist

Paediatrician

CAMHS - Child and Adolescent Mental Health Service

Professionals from all the above agencies regularly support staff and children in school.

School would only contact an outside agency after consultation with parents.

Sometimes, if several outside agencies are involved, school will request a Common Assessment Framework (CAF) meeting. A meeting in which all professionals come together at an agreed time.

Communication with Parents

Regular contact with parents is especially important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evenings in the autumn and spring terms.

For some children, regular, informal communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school.

Parents of children with SEND are invited into school termly to discuss extra support that their children are receiving and look at next steps for making progress.

Transition

There are four important points of transition at Western:

- Entry to Nursery (FS1) or Reception (FS2)
- Entry to Key Stage One (Year 1)
- Entry to Key Stage Two (Year 3)
- Entry to Secondary School

(Leaving Western at the end of Year 6 to start a new school for Year 7)

Transition is as smooth as possible due to good communication between teachers in the school and relevant documentation being shared. Liaison with local Secondary schools is tailored to the needs of individuals and meetings are held to inform secondary schools of children's additional needs.

Statutory Assessment

There are occasions when the needs of an individual child are so great, that they may not make progress despite receiving additional support in school and from external agencies.

In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health and Care Plan (EHC) may be made if parents and professionals supporting a child feel that the young person's needs 'cannot reasonably be provided from within the resources' normally available to mainstream schools.

An EHC assessment will not always lead to an EHC Plan. This is a statutory process and there are set timescales to adhere to.

Key Contacts

Class Teachers are the first point of contact if you are concerned about your child. They will be able to guide you through your child's current levels of attainment, differentiation and support in place and any interventions that your child may have received.

If your child is receiving support outside normal lessons, you will be informed of this by the Class Teacher or SENCO.

If you wish to discuss your child's needs further, please contact the SENCO who will be able to talk about how Western can support children with SEND.

If you have any concerns, please speak to us as soon as possible so that we may explain the steps we are already taking to support your child, and to discuss any future action we can take.