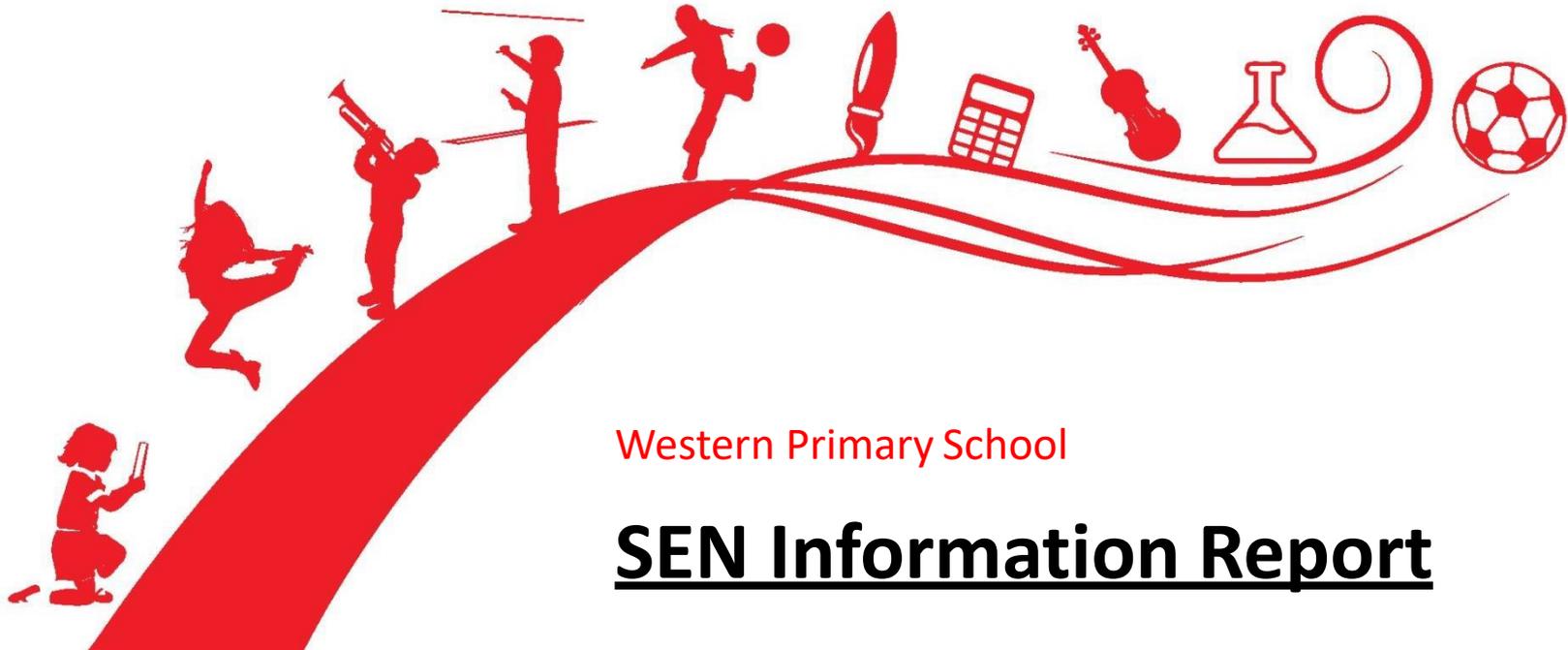


Western  
Primary School

CREATING SUCCESS STORIES



Western Primary School

# SEN Information Report

# Western Primary School

## SEN Information Report

Please find within this report information about implementation of our policy for SEN and disabilities.

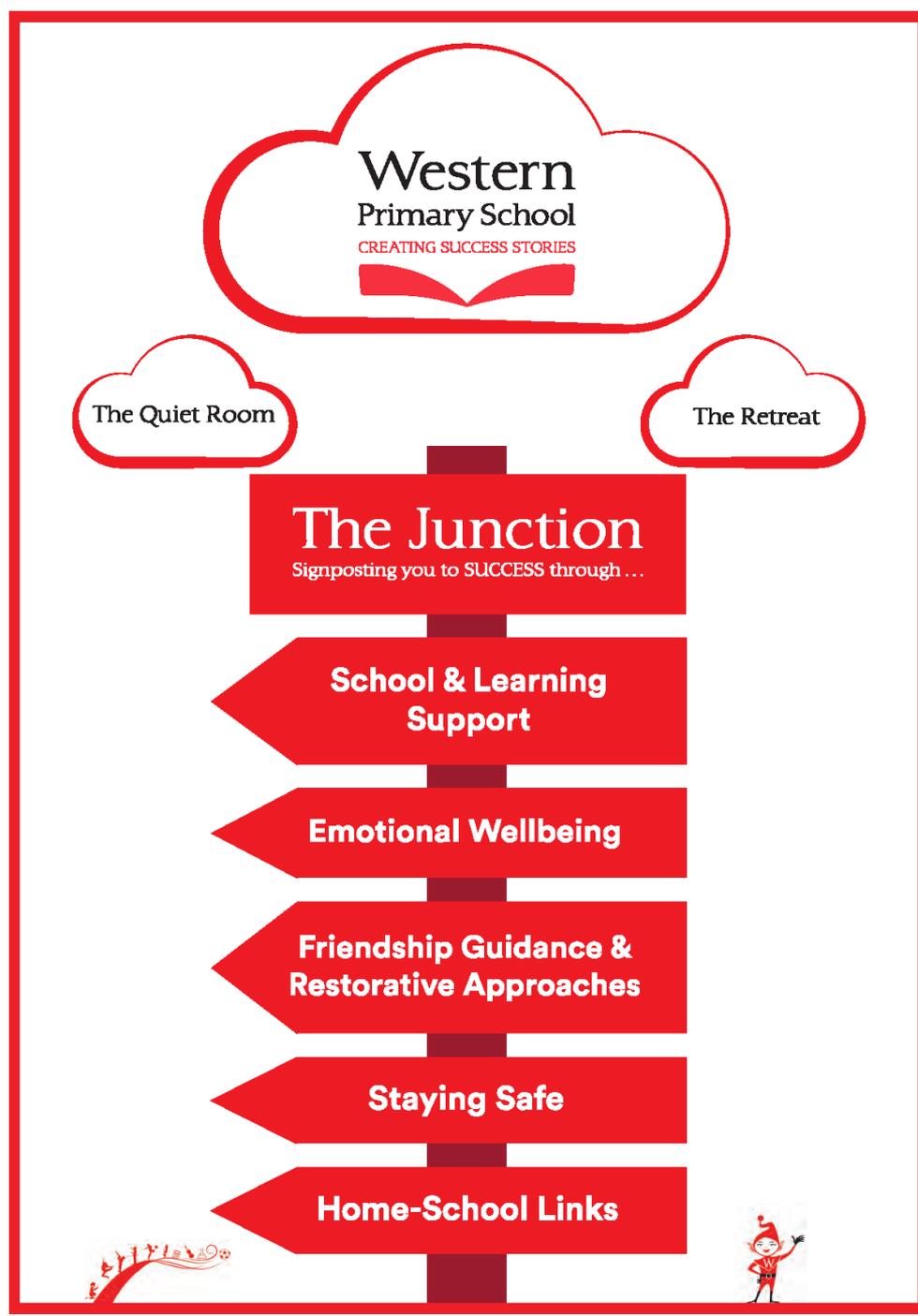
Acting Headteacher: Mr Tim Broad

SENCO: Mrs Dawn Johnson

Chair of Governors (and SEN Governor):  
Mrs Jayne Sorrell

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>



## Provision for All Learners

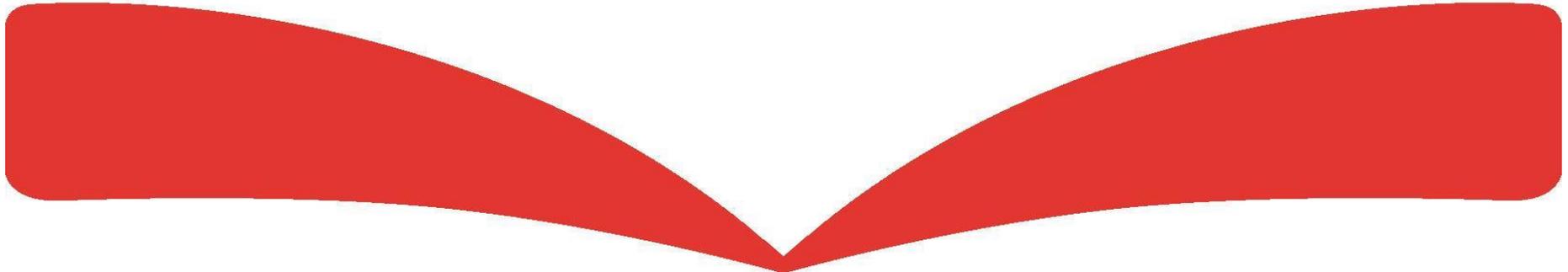
At Western, we take a whole school approach to Inclusion. *Every* member of staff is an essential part of the Inclusion Team. We work together to ensure every child, in every class achieves the best possible outcomes (academically, socially and emotionally) through Quality First Teaching.

We care about the development of the whole child. After all, happy, relaxed, confident children make better learners.

We have high expectations for *all* children. We believe that there *is* a way to help every child achieve more. We recognise that some children may need additional provision to support their individual learning needs.

In collaboration with parents and carers, and with the support of external agencies, we aim for all children to make outstanding progress from their starting points.

Whole school provision maps can be viewed on the school website.



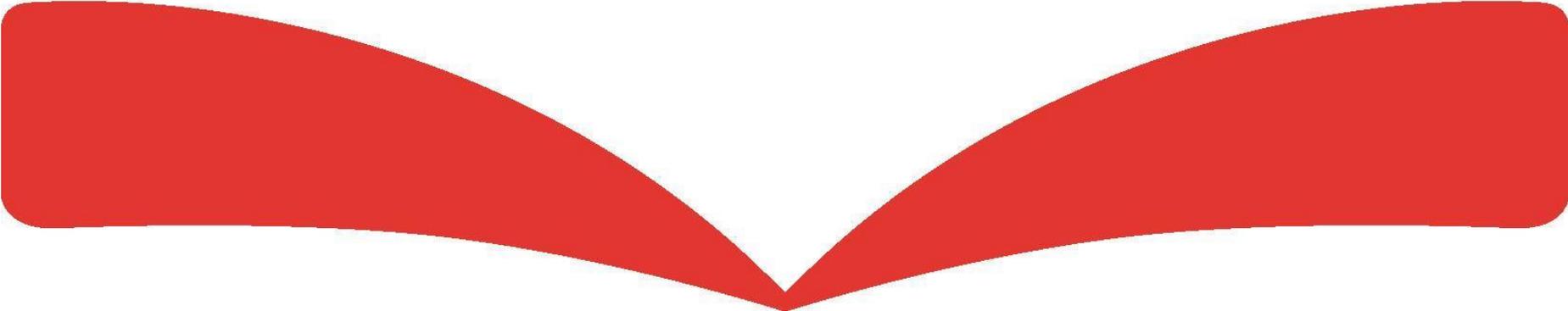
## Definition of SEND (Special Educational Needs and Disabilities)

### **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 Disabled Learners

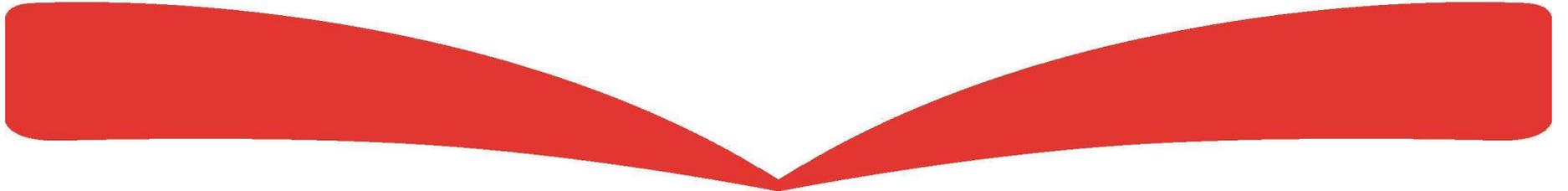
The school has a Single Equality policy and action plan that replaces the school's Disability Accessibility Plan for the school. It sets out how the school will increase access to education for disabled pupils in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provide;
- improving the availability of accessible information to disabled pupils.

Disabled pupils may be treated more favourably than non-disabled pupils, and in some cases, staff are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

The school always aims to provide full access for everyone to all aspects of school life, irrespective of any disability. A full review has been conducted of the school's premises and practices in light of the SEN and Disability Act. Fan ramps around school allow easy access to the building and the refurbishment of the reception area includes a low level welcome window, wide doors and a disabled toilet.

Reasonable (effective and practical) adjustments are made to ensure that disabled pupils can be involved in every aspect of school life.



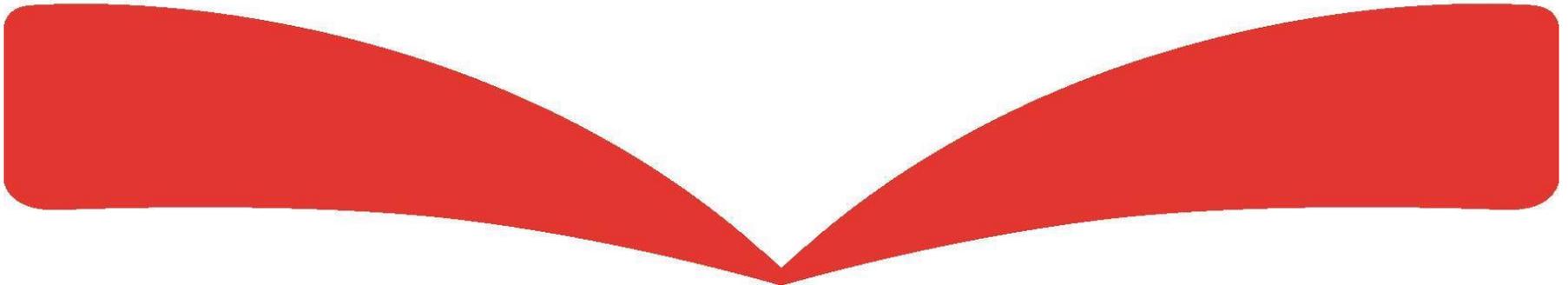
## Identifying Children with SEN

There are occasions when children may need adaptations to be made to their learning in order for them to achieve.

Teachers discuss children's additional needs with parents and the SENCO and an appropriate plan (Inclusion Plan) is designed, following assessments being made. This Inclusion plan ensures teachers and supporting staff make adaptations to learning to suit a child's individual, special educational needs (SEN) and disabilities.

Adaptations may be made in the classroom or children may be involved in additional interventions that take place outside of the classroom if appropriate.

**Please see the school's SEN policy (available on the school website) for further details.**



## Recording Provision

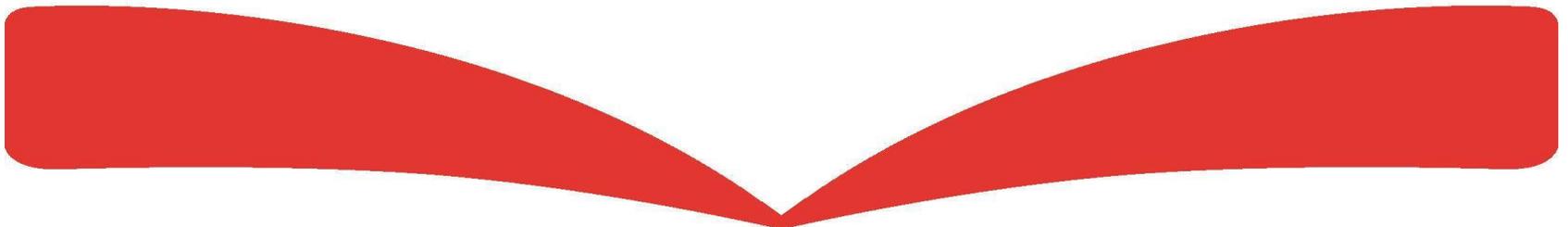
Children who are identified as having a special educational need or disability will be recorded on the school's SEN (Inclusion) register.

Assessments of learning are made and signposts (targets) set, with a focus on outcomes.

An individual 'Inclusion Plan' is created on a secure online platform which details:

- Learning targets (signposts)
- Strategies being used in class to support
- Steps taken to prevent SEN/ pupils with disabilities being treated less favourably
- Extra support/ facilities or interventions in place (with long term desired outcomes)
- The date for next review

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



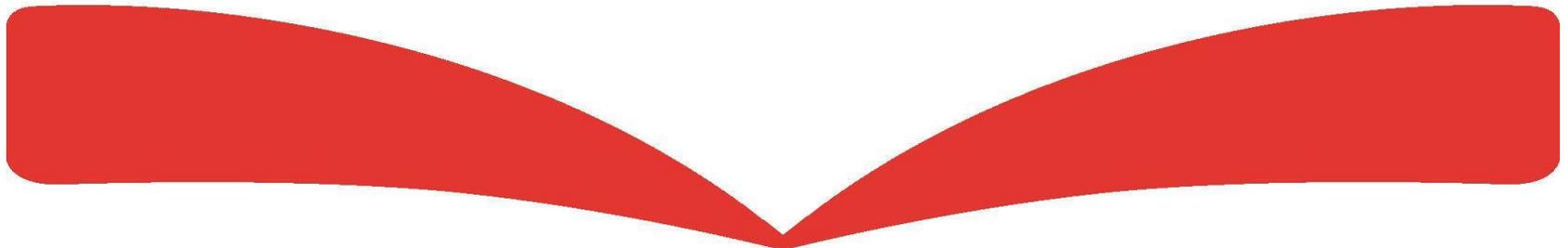
## Communication with Parents (Parent Voice)

Regular contact with parents is especially important for children with SEN and disabilities. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evenings in the autumn and spring terms. Parents of children with SEN are offered a longer, alternative slot.

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 have online access to inclusion plans and are encouraged to comment on these.

Parents are invited into school to discuss their child's progress and are encouraged to request a meeting should they require further information at any time during the year



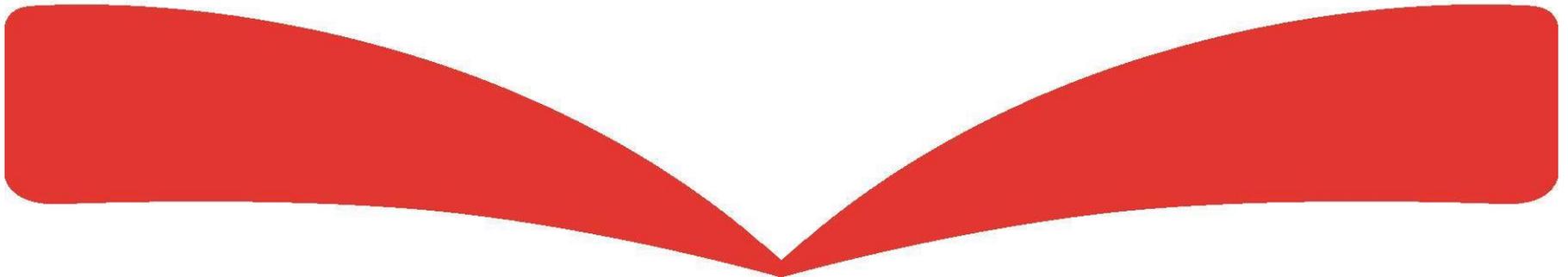
## Communication with Children (Child Voice)

A team of children in school represent the 'Values Success Group' which is one element of the school's SUCCESS teams. They support inclusion for all children through the work they do towards their team's Action Plan.

Children with an individual inclusion plan are consulted on their aspirations regularly and this is recorded on their individual inclusion plans termly.

The Junction (see school website for more information) runs an open-door policy.

Children are encouraged to come in to discuss all elements of support in school to develop themselves academically, socially and emotionally. Children are listened to and restorative practice is used to develop empathy and reduce social/ friendship difficulties.



## Equal Opportunities

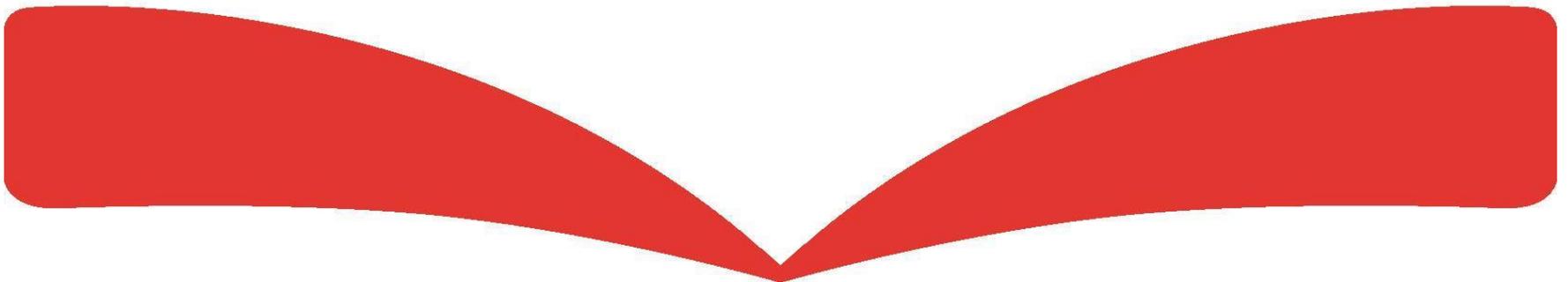
Western school believes that all individuals, regardless of gender, sexual orientation, race, abilities, cultural and social background should be given the opportunity to achieve their full potential. The school is committed to working towards equality and to combat discrimination, extremism/ radicalisation and harassment.

Our curriculum promotes positive images through the themes pupils are learning about.

Through regular monitoring and evaluation of the school, we ensure that this statement remains constantly at the forefront of all we do and is included in all other policy documents.

Please see our Equality policy on the school website.

Pupils from all vulnerable groups (SEN, EAL, DPP) are actively included in all curriculum and extra-curricular activities, including school trips. Pupils with SEN and disabilities are equally represented in positions of responsibility (e.g. SUCCESS teams and House leadership roles).



## Assessing and Reviewing Children with SEN

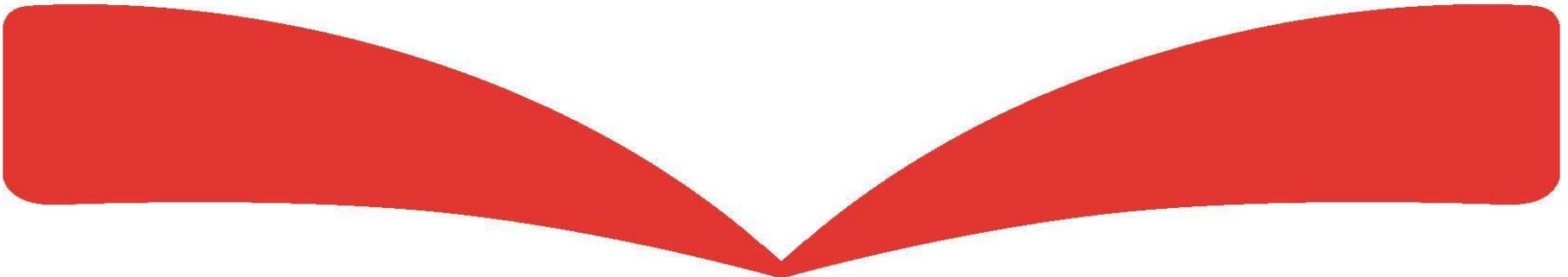
Provision for SEN children follows the following cyclical pattern:

- Assess
- Plan
- Do
- Review

Children with SEN are informally assessed continuously and adaptations in learning made to support their developments.

More formal assessments take place termly and are recorded on the school's tracking system. There is a SEN section so that children can be assessed at an appropriate level for their learning (not necessarily within their chronological age-related expectations) thus ensuring that, for every child, steps of progress can be monitored.

Individual Inclusion plans show more detailed small steps of progress within a term for children with SEN and disabilities. It is our aim for *every* child to make outstanding progress from their starting point.



## Interventions

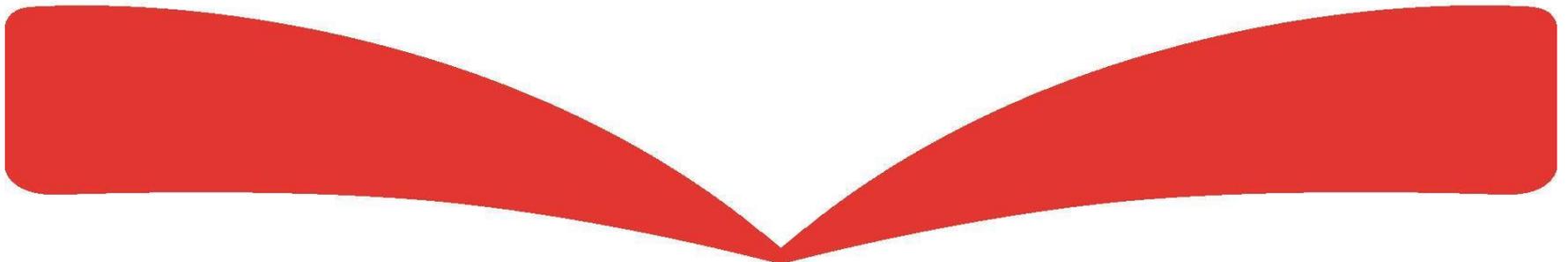
At Western we are able to offer a wide variety of interventions to support the learning needs of our children (these include academic needs and those based on supporting emotional wellbeing).

The SENCO carefully monitors all interventions (termly reports produced) 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 in a wide range of special educational needs.

Western has a large number of skilled teaching assistants who support both individuals (sometimes on a 1:1 basis) and groups of children throughout school.

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



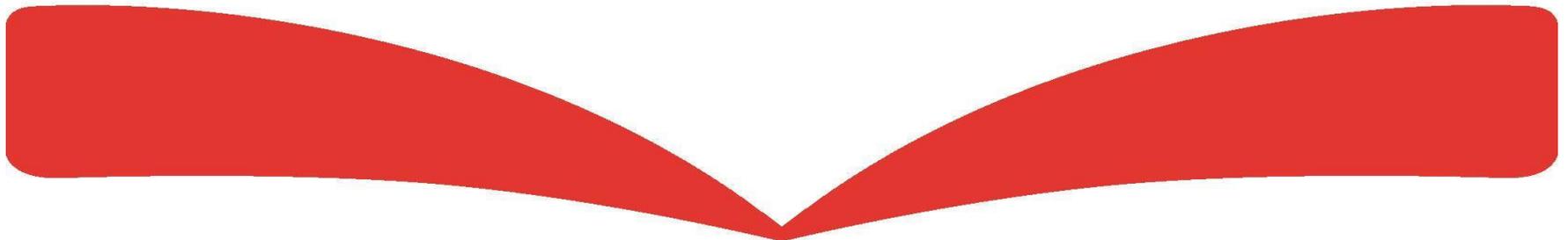
## The Junction: Learning Support Available

**The Junction** is the heart of the school where extra support for all is available (please see school website for further information) .

For children who may need extra provision to support their ***learning***, the following is available:

- Learning Support (in class, in small groups and individually according to need)
- Literacy interventions to embed basic literacy skills
- Maths interventions to embed basic maths skills
- Reading Intervention/ Accelerated Reading to support reading and comprehension skills
- Pre-teach and Catch up lessons to ensure understanding across the curriculum
- SALT - Speech, Language and Social communication activities to ensure the basics of literacy learning and social development

The impact of all interventions is carefully monitored. For individual children, this information is captured on their individual inclusion plan.



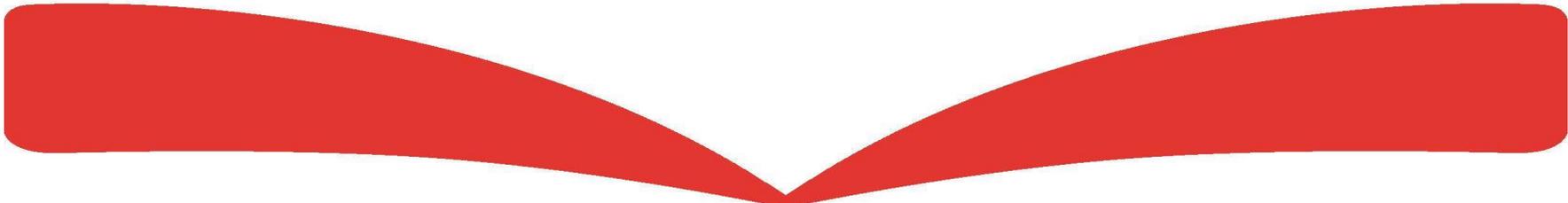
## The Junction: Social, Emotional Mental Health Support Available

For children who may need extra provision to support their *social, emotional and mental health*, the following is available:

- Resilience building interventions to support mental health for increased focus on learning
- Quiet Room for 1:1 pastoral care
- Family support Worker to help support routines for happy, healthy children and parents/ carers
- The Retreat for 1:1 therapeutic counselling to support positive mental health
- Attendance support to ensure all children are safe and gaining maximum benefit from learning.

The impact of all interventions is carefully monitored. For individual children, this information is captured on their individual inclusion plan.

Please see school website for our comprehensive mental health policy.



# Specialist help from outside of School

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  
School Nurse and Health Visitor  
Educational Social Worker  
Sensory, Physical and Medical Teaching Team  
Speech and Language Therapist  
Physiotherapist  
Occupational Therapists  
Paediatrician  
Young Carers  
CAMHS - Child and Adolescent Mental Health Service  
Enhanced Mainstream School for Speech, Language and Communication  
Enhanced Mainstream School for Specific learning Difficulties  
Enhanced Mainstream School for Social, Emotional and Mental Health Difficulties (SEMH)  
Autistic Spectrum Condition Outreach 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 to discuss ways to meet desired outcomes for a child.

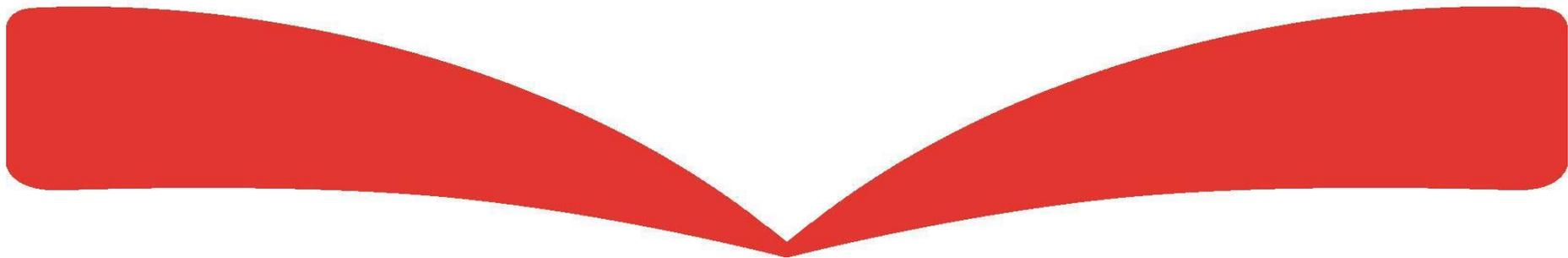
## Transition

There are five important points of transition at Western:

- Entry to Nursery (FS1) or Reception (FS2)
- Entry to Key Stage One (Year 1)
- Entry to lower Key Stage Two (Year 3)
- Entry to upper Key Stage Two (Year 5)
- 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. Individual transition meetings are held when necessary.

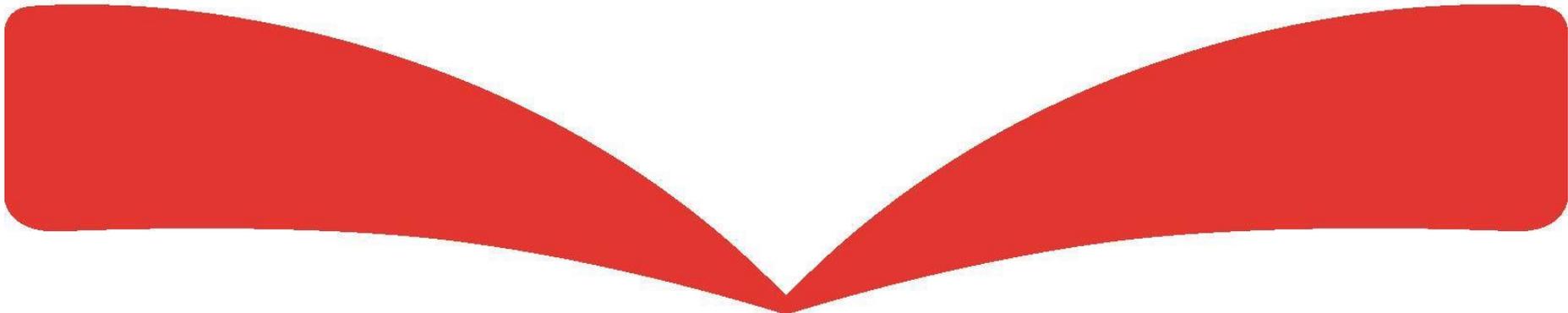


## Statutory Assessment - EHCP

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 (EHCP) 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 progress and explain any support in place and any interventions that could support your child further.

If your child is receiving support outside normal lessons, it will be detailed on their individual inclusion plan (Parents can logon to the secure online plan with an individual password).

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 SEN. The Inclusion Team in the Junction have a wealth of experience and are keen to support parents as well as children in school.

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 actions we can take.

If you wish to make a complaint because you feel that the class teacher and SENCO have not listened to your view, then you can make a formal complaint by writing to the Headteacher and subsequently Chair Of Governors at the school.

