



Offer of support for children and young people with SEND at Westgate Primary School 2020-21

Intent	Westgate Primary School has an inclusive ethos. All pupils are encouraged to achieve the best they can. A graduated approach towards provision is in place in order to achieve early intervention as soon as possible. We aim to work closely with parents and other professionals to meet every child's needs and enable them to reach their full potential. We aim for every child to become independent learners who can celebrate and recognise their achievements.
Leadership	We have an effective SENDCo (Special Educational Needs Co-ordinator) who has dedicated time to monitor, review and evaluate our Special Educational Needs (SEN) provision. The SENDCo is responsible for monitoring the achievement and progress of children identified as having additional needs which is subsequently reported to Senior Leadership. We have a governor with specific responsibility for SEN who liaises with the SENDCo and reports to the full governing body.
Budget	Funding for SEN is used according to the specific needs of the children. Most is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. Some is used for resources to support inclusion in the classroom or for targeted intervention work. Some funding goes towards accessing relevant training for staff to ensure we have the right professional knowledge to support every child. The school also uses some of the main budget to support SEN at various levels throughout the school.
Policies	<p>The school has a range of policies related to SEN. These policies include:</p> <ul style="list-style-type: none"> • Special Educational Needs • Behaviour • Learning and teaching • Child protection • Health and safety • Equality and diversity • Care and Control <p>These policies are reviewed regularly and are available to parents.</p>
Curriculum, teaching and learning - implementation	<p>Our curriculum is well planned and differentiated to allow all children to be taught at an appropriate level for them to make progress. Class teachers are well supported by teaching assistants who deliver in class support, small group work and 1:1 work for children at different levels of attainment and with different individual needs. They also deliver some specific intervention work such as speech and language programmes and social interaction programmes. Pupils may have a Learning Passport with small achievable targets, discussed and agreed with the child, monitored and reviewed regularly by the parents, teaching assistant, class teacher and SENDCo. Specific children also have a Pupil Passport to ensure consistency of approach and that the Pupil's voice is at the heart of the learning process. If a specific intervention would benefit the pupil, this is organised, delivered and reviewed in school. This may include nurture work or 1:1 mentoring. The school ensures that there are appropriate resources for all children e.g. a laptop for a pupil who would benefit from it. The learning environment is accessible for everyone. Our curriculum is planned around practical experiences, visits and visitors, to ensure learning relates to children's first-hand experiences. We focus on good learning behaviours so that all children can be successful. Communication and co-operation are also key features of our curriculum, with learning partners forming a key part of every lesson to ensure that children are not segregated from each other according to learning needs.</p>

Impact	<p>Pupil Progress meetings are held every term to assess and monitor the progress of all children. The SENDCo plays an essential role in this process. Any pupil not making expected progress is offered tailored support, either through quality first teaching or through a targeted intervention depending on their need, to ensure they catch up as soon as possible. All our interventions are entered on our provision map. Interventions are monitored by the SENDCo for effectiveness and this is reported to both Senior Management and Governors. Through the reviews of learning passports and review discussions with staff, all pupils who have been identified as having a special educational need are monitored every term to see if that need still exists, to see if progress is being made by that pupil, and if necessary, to identify what additional help is required to support that pupil. Small step outcomes are identified through the use of B Squared Assessment tools which are also used to assess progress. Autism Education Trust Progression Framework is used for children with Pragmatics difficulties. Where additional diagnostic information is required, we administer some standard screening tests in school or refer to another professional from an outside agency who can undertake a more in-depth diagnostic assessment which will then inform a personalised intervention programme. The SENDCo also undertakes a termly assessment involving monitoring of books, information from Pupil Progress meetings and Learning Passports and discussions with class teachers and children to ensure a holistic approach to monitoring and assessment.</p>
Transition	<p>As part of our transition arrangements, all children spend time in their new class and with their new teacher, in the summer term, and additional transition activities are carefully structured for children who require additional support with this. This may include parent's meetings with current and new teachers. We work closely with PHGS to ensure transition to high school builds gradually through key stage two, from occasional visits for sporting and enrichment activities, to weekly language teaching in Y6 and specific transition activities in the summer term. Individual programmes of transition are created where needed. When children transfer to other settings, a similar gradual and systematic approach is adopted.</p>
Training	<p>All our teaching staff access additional training to ensure they have the appropriate skills to support pupils with any additional needs. Teaching assistants are also trained to deliver tailored support such as speech and language therapy, intensive interaction, nurture provision, literacy and maths interventions. We have 2 staff members trained to lead on Early Help Assessment and 2 members of staff trained to deal with child protection issues. All staff have been trained in positive handling and behaviour management. The majority of staff are trained to Level 2 Autism Education Trust Training Programme and the SENDCo and Lead Professional for Autism are trained to Level 3.</p>
Partnerships	<p>The school works closely with the Local Authority for support with school improvement, educational psychology, attendance, Autistic Support Team (STARS team), early years SEN. The school also works with other agencies e.g. speech and language therapy, school nurse, Child and Adolescent Mental Health Services (CAMHS), parent partnership, children's social care.</p> <p>The school works very closely with the other local schools (The Otley, Pool and Bramhope family of schools and cluster) and Otley Children's Centre. The cluster has a parent support worker and a Targeted Mental Health in Schools (TaMHS) worker which can be accessed by the school as required (subject to waiting list times). The school is part of the North West Leeds Area Inclusion Partnership (AIP). This ensures that there is additional provision for pupils with high levels of complex needs and enables to access alternative placements and outreach work.</p>

SEMH Provision for all	<p>We are a Mindmate Champion school who prides itself on developing and nurturing every aspect of a child's development. Following the recent school closures we recognise the importance, now more than ever, of supporting every child's mental health needs. The Westgate 5Rs aim to support the children's return to school.</p> <p>Relationships – to reconnect and rebuild the social connections, supporting children to</p> <p>Regulation – recognising the importance of teaching children about their own emotions to ensure emotional wellbeing.</p> <p>Routine – ensuring re-established routines create a sense of security and safety.</p> <p>Resilience – building strength that allows children to grow and succeed.</p> <p>Reflection – encouraging all children to reflect and build on their experiences.</p>
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Frequently asked questions:

What do I do if I think my child may have special educational needs?

Speak to your class teacher initially and ask to arrange a meeting with the SENDCo. The school will work with you to establish what additional help your child may need.

How will school support my child?

The class teacher and the SENDCo will develop a plan for your child. This may be a Learning Passport which will have specific targets for your child. The targets will involve the teacher, the teaching assistant, your child and yourself. It will be shared with you. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child, for example through outside agencies from the local authority or the health service.

How will the curriculum be matched to my child's needs?

Work will be differentiated for your child. At times your child may be taught in small groups with a teacher or a teaching assistant. Your child may need additional resources. The curriculum will enable the targets on the Learning Passport to be met.

How will I know how well my child is doing and how will you help me support my child's learning?

You will be invited to parent consultation evenings 2 times a year. You can also request additional meetings with the class teacher and/or SENDCo. You will receive a written report once a year. Your child's Learning Passport will be reviewed on a termly basis and you will be invited to discuss the progress made and the new targets being set. If your child receives additional funding due to their special educational need, these reviews will also include a review of their FFI outcomes. They will also have an Annual Review at which reports from all professionals involved with your child will be shared and discussed. Both you and your child will have an opportunity to make a similar contribution.

What support will there be for my child's overall well-being?

Your child will be cared for primarily by the class teacher. If they have additional physical needs, these will be discussed with you and the SENDCo. Suitable plans will be put in place e.g. intimate care plans. If necessary, there will be a teaching assistant designated to look after additional physical needs. The school's health and safety policy and medicine policy will be followed. All children have access to support for their emotional wellbeing, not only through their class teacher and teaching assistant, but also through our learning mentor.

What specialist services and expertise are available or accessed by the school?

The SENDCo will work to ensure school can access any additional support your child needs. This will vary but could include: school nurse, educational psychologist, speech and language therapist, occupational therapist, TaMHS counsellor, STARS team, hearing impaired team, visually impaired team.

What training do staff supporting children with SEND have/what training have they had?

Staff regularly undergo training on a range of SEND issues, relevant to our school population and the children they work with e.g. autistic spectrum condition, dyslexia, bereavement and loss, attachment disorder. Some of this training is provided to all staff, in-school; some is accessed on an individual basis through external training; other training is provided through the extended services cluster for all cluster schools to access as appropriate. The majority of our staff have been trained to Level 2 with the Autism Education Trust and we have a lead autism practitioner, Mrs Jayne Chilton, who is trained to Level 3. Our SENDCo has the National SENCo Award.

How will my child be included in activities outside the classroom?

Whenever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events and school will usually ensure staffing ratios for special events and visits are appropriate to ensure children with SEND can take as full a part in the activity as possible. After school clubs are also available to all. Activities such as dance will be differentiated to allow your child to take part.

How accessible is the school?

The school is on one level. The external doors are wide enough for wheelchairs. There is a disabled toilet, located centrally in the Key Stage 2 building, which is accessible by wheelchair. Our mezzanine floor is not accessible to wheelchair users but no aspect of curriculum delivery depends on children being able to access this floor.

How will the school help my child on transfer to the next phase of education?

PHGS runs an ambassadors project in the last half of the summer term. Children who may need additional transition attend PHGS for several sessions, some with staff and some with parents. The sessions are at different times during the day so your child will gain an understanding of how the day runs at PHGS.

In addition, all pupils at Westgate have a transition morning in the summer term when they visit their new class teacher and classroom. This gives children, teachers and children an opportunity to get to know each other and solve problems before the new school year. Some children require additional transition arrangements and this is organised on a needs basis, and can include: additional time with new staff/ in new classrooms, building and playground; photo journal of new staff; outline of new routines and visual timetables to discuss at home over the summer holiday.

How are the school's resources/funding allocated and matched to children's needs?

The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENDCo, Head teacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money may be spent on additional resources e.g. sloping desk tops, laptops, changing equipment.

How are parents involved in the school and how can I be involved?

Parents are regularly invited into school to discuss the needs of their child. Parents are always welcome to ask for an appointment with any member of staff. Parent groups are run by various members of staff for example Parent Gym by Mrs Eley. Parents are given the opportunity to be involved in school life at the level they want. Some parents are unable to help due to work commitments. If parents want to volunteer, they will need an enhanced Disclosure and Barring Service (DBS) check to ensure they are allowed to work with children in the same way that all staff are checked.

Who can I contact for further information?

If you wish to apply for a place at Westgate Primary school, please contact the head teacher to make an appointment. Ms Helen Carpenter, the head teacher, will show you around the school and discuss the needs of your child.

If you want to know more about how Westgate works with SEN children, please make an appointment with the SENDCo, Mrs Marie Colannino.

If you want more information about school policies, please visit our website www.westgateprimary.co.uk

If you want more information about the Leeds local authority offer, please visit the authority website <https://leedslocaloffer.org.uk/#!/directory>